

THE IMPACT OF THE IMPLEMENTATION OF READING STRATEGY INSTRUCTION  
ON THE DEVELOPMENT OF READING SKILLS IN BASIC LEVEL STUDENTS.

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## 1. INTRODUCTION

Learning can only be carried out by the learner, therefore, “the goal of all education is to help people to think, act and learn independently in relevant areas of their lives” (Littlewood, 1996). Unlike instruction techniques in the past, new teaching methods emphasize more and more on the use of other resources that aim to facilitate learning autonomy and make students assume responsibility for their own learning, and have reconsidered the role of the teacher in the classroom; teachers are no longer knowledge transmitters but facilitators of learning process and providers of strategies that will make students capable of continuing learning after the end of formal education.

In Colombia, decisions in terms of teaching methods and curricula have been reflected in the restructuration and evolution of ICFES tests or *Prueba Saber*, which is the product of the discussion on the educational reform during the nineties and which established the capacity of interpretation and comprehension of reality, through different subject matters as the priority of education, rather than mechanic information storage. In this sort of ideas, reading comprehension skills play an important role in students’ assessment, and language becomes a resource to interpret, argue and propose knowledge in all fields. Institutions and teachers should, then, provide students with strategies that will facilitate the comprehension of different types of texts and the acquisition of others skills in all subjects in a responsible and autonomous way.

Although “improving reading comprehension skills is vital for building cognitive skills” (Park , Santamaria, Keene, & van der Mandele, 2010, p.42) and enables learners to access knowledge and information, most schools confine their efforts to encourage and motivate students to develop reading skills and do not include strategy instruction as part of the curriculum, so

educators expect learners to demonstrate comprehension of different types of texts in the assessment, but students receive very little instruction on how to become better readers, which often reflects on weak written production as well.

Studies carried out in Colombia regarding this issue generally take place at university level, where first-year students face the challenge of using independent reading and learning to meet the academic expectations (Parr & Woloshyn, 2013), and not in schools, evidencing the little attention this problem receives in primary and secondary levels of education, where this process is supposed to take place.

In *Prácticas de lectura y escritura académicas en la universidad colombiana*, Uribe Álvarez and Camargo Martínez (2010) review forty different research papers from Colombian universities and evidence professors' concern about the faults detected in reading and writing processes of their students and the necessity to find solutions to a problem that is deeply related to learning, teaching and knowledge construction methods.

The study here reported takes place at a catholic institution at the north of Barranquilla. The target group is a low-achiever sixth-grade basic level class, in which students show difficulty to comprehend different types of texts, preventing them from develop communicative competence in general. Even though they are exposed to very simple texts that contain previously studied structures and elementary level vocabulary, they struggle answering reading comprehension questions when the information required is not explicit in the text, limiting their comprehension to a literal level. Basic skills such as identifying the main message of a text, pose a challenge for this group. On the other hand, they get constantly stuck as they read, since they do not know how to deal with unknown vocabulary, even when it is easily inferable. It is clear that they have not been trained on these aspects, considering that developing reading

competences is not a priority at primary education level, especially in English; teachers tend to focus on the acquisition of vocabulary and the assimilation of basic structures (verbal tenses), to guarantee that students will be able to exchange simple information in the foreign language.

However, it does not seem to be a matter of how much English they know, but how good thinkers they are and how teachers can help students in the process of learning how to learn.

Research has shown that reading skills play a crucial role in the way we learn a foreign language since “it can provide students with adequate self-experience and practice opportunities for the comprehensive acquisitions of language skills” (Cheng & Deng, 2008, p.144), hence, it is important as teachers to raise awareness on the relevance of reading as a tool for experiencing language autonomously, in order to create genuine knowledge and help learners be less frustrated when it comes to written comprehension, which is usually caused by that lack of instruction on this matter. This is why this study aims to analyze **how the implementation of reading strategy instruction affects the development of reading skills in basic level students.**

The next section “Rationale”, will deepen in these contextual aspects, such as institutional views and policies that justify the study. In the third and fourth sections, the research question that the project will address and the general and specific objectives are established. Chapter five addresses the theoretical foundation related to learning strategies in general, reading comprehension strategies and strategy instruction. The “Methodology” section describes the technical traits of the research process as well as the reasons for the decisions made in this aspect. In the “Results” section, the findings of the study will be analyzed and discussed considering the expectations that have aroused from theory, and last, the conclusions and implications the study will have for teaching practice in this particular context.





## 2. RATIONALE

For the Company de Mary schools, one of the most important institutional views is that education needs to fit each person and contribute to the development of all their capacities (Company of Mary, Educational Project, 2001). In this sort of ideas, fostering of divergent thinking, personal criteria and the use of different resources and ways to access knowledge are essential. This is the foundation of the institutional methodology, summarized in Pierre Faure's personalized instruction model.

Personalized education gives prior importance to the necessity of "learn how to learn", and for that purpose, three major principles are highlighted: singularity, which refers to the different potentialities and limitations that each learner has and aims to the respect of personal work pace and confirms that processes cannot be massive. Socialization, that implies that learning occurs in community and that knowledge needs to be given and received, and autonomy, which is the capacity to make decisions and take responsibility for consequences and should be reflected in students' capacity of self-regulation.

Being these principles the building blocks of the school's views on education and learning, they are expected to be evident in the development of the classes, even in English. Personalized Education focuses on the *person*, and perceives every subject area as a way to help students become complete human beings with their particular strengths and weaknesses; therefore, students are not expected to learn only English but also to develop values, critical thinking, and the capacity to learn autonomously in every context. The role of the teacher and the students has a lot in common with those proposed by communicative language teaching approach, since

learners participate actively in the planning, construct knowledge through socialization, do not take explanations from the instructor unless it is necessary, and the teacher becomes a facilitator and companion of the process in which students are the center. Hence the importance of providing students with the necessary tools for them to be responsible for their own learning.

With the purpose of having homogeneous groups for the English class and making lessons easier to be planned and delivered according to learners' capacities, students were classified in proficiency levels. The aspects considered to carry out the distribution were a placement test that evaluated learners' four communicative skills and the opinion of the teachers, who could easily emit a concept about each student's strengths and weaknesses. This scenario presents an advantage for the development of strategic learning and autonomy since the personalized monitoring and orientation of the process is favored by the size of the group and the similarity in their weaknesses and strengths.

On the other hand, ICFES tests and international proficiency tests that generally represent a concern for schools and students, emphasize on critical thinking skills and measure text comprehension through the type of questions and exercises presented, thus, a good score will depend not only on language knowledge but on the capacity to understand instructions, questions and different types of texts. Sadly, our national competences standards state that students should be able to apply reading strategies according to the purpose of the texts. Standardized tests such as Saber and PISA evidence the lack of training our students receive on this matter. Therefore, although we have a competences-based education system, and we expect to have competent learners, this goal cannot be achieved unless we teach them how.

Taking this into consideration, strategy instruction will benefit students' performance in different academic situations in which reading will be a necessity. Reading strategies need to be presented as fundamental resources not only to become better readers but also critical ones and lead them to develop an awareness of the relevance of this skill for any academic activity they want to engage in and autonomy as a key element in their learning process in all areas.

### **3. RESEARCH QUESTION**

How does the implementation of reading strategy instruction affect the development of reading skills in sixth grade basic level students?

## **4. RESEARCH OBJECTIVES**

### **4.1 General objective:**

Analyze how the implementation of reading strategy instruction affects the development of reading skills in sixth grade basic level students.

#### ***4.1.1. Specific Objectives:***

- To describe student's performance in the reading activities developed in class.
- To describe the strategy instruction process in sixth grade basic level students.
- To identify the perceptions of the students regarding the strategy instruction process.

## **5. THEORETHICAL FRAMEWORK**

### **5.1. Autonomy**

Helping students become independent learners and thinkers is probably one of the main concerns of educators in general nowadays. Therefore, the idea of autonomy has gained so much relevance not only in secondary school, where students are expected to behave independently and make intelligent decisions, but in pre-school and primary education as well, where more and more, teachers want students to have the main role in their learning process. Language teaching has not been left out of this view; learner-centered methods are increasingly frequent, since media, and information and communication technology offer unlimited possibilities and opportunities for students to learn and use language outside the classroom in real life situations, making language more significant and turning teachers into no more than facilitators and providers of the necessary tools to make that possible. This necessity of active involvement of learners has guided teachers and managers' attention towards autonomy in learning entails.

Littlewood (1996) defines an autonomous person as one with the capacity to make decisions that will define their actions. That capacity is determined by two components: ability and willingness. Thus, a person might want to perform independently but lack the ability to do so. Likewise, ability and willingness have their own components each. Having the ability implies knowledge of the available choices and skills to carry out those choices appropriately. On the other hand, willingness entails motivation and the confidence to be responsible for the choices made. Hence, all four components (knowledge, skills, motivation and confidence) are necessary to perform successfully in any learning situation since in practice, they are closely related to one another (see figure 1); confidence will be easily developed when the knowledge and skills are

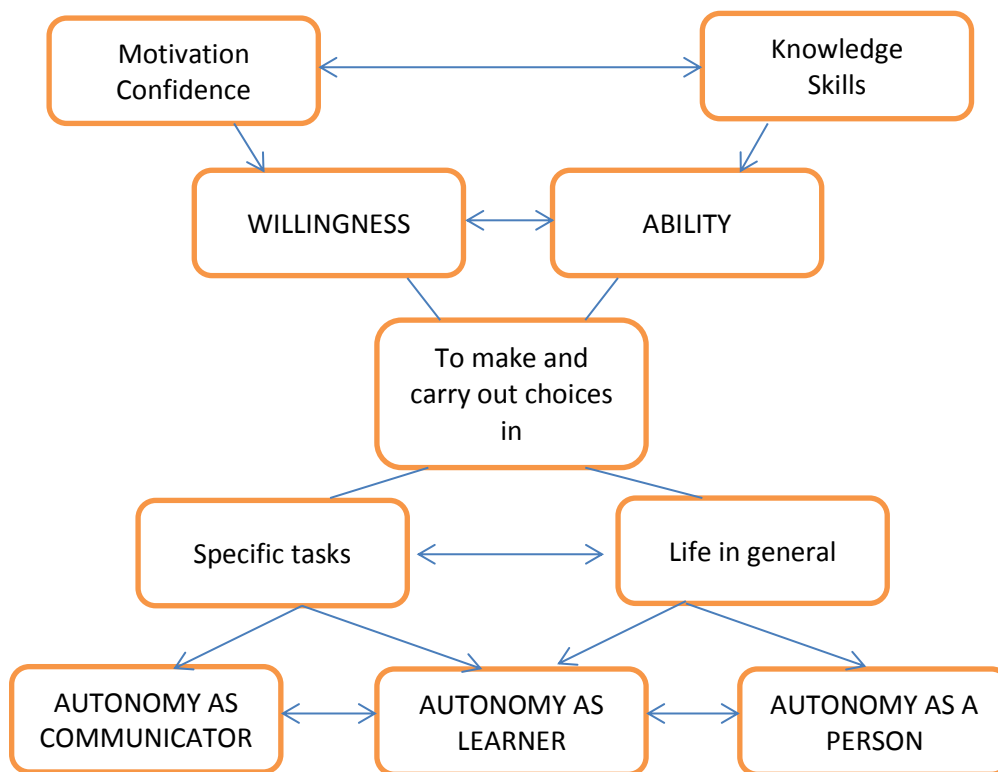
sufficient and, the more confident they become, the better knowledge and skills will be transferred and use in different areas, and so on.

When discussing autonomy, it is also necessary to keep view it as a process, and as such, it develops progressively and increases through different levels. Autonomy can be observed in an individual only in specific tasks and learning activity and it can also be reached in all aspects of a person's life. For Candy (1988, 1991), by forming autonomous students in each specific subject, we form autonomous individuals, which is one of the most important goals of education in general. In the case of language learning as a specific task, we are concerned with communication, so the purpose of foreign language teaching is to form autonomous communicators, consequently, learning how to use language for communication entails the development of autonomy as a learner, that is to say, the ability to learn independently and make choices in all situations.

According to Littlewood (1996), autonomy as a communicator refers to the ability to make choices in language in a creative way and use appropriate strategies to communicate meaning according to the situation. Autonomy as a learner is defined as the ability to work independently and use appropriate learning strategies inside and outside the classroom.

Finally, autonomy as a person entails not only the ability to express personal meanings but also create learning contexts through interaction outside the classroom. In this sort of ideas, the lack of motivation and frustration students demonstrate when it comes to reading, not only in English but most subjects, can be overcome by helping them become better readers, which is why it is necessary to provide them with the required strategy instruction (knowledge) and opportunities for using them (skills). Making reading useful and significant should facilitate the transference of these skills to any other area and to life, as the ultimate goal.





*Figure 1. Components and domains of autonomy in foreign language learning (Littlewood, 1996, p.3)*

## 5.2 Learning Strategies

The relation between learner autonomy and learning strategies is one of the main factors that have contributed to the interest of research in L2 strategy instruction, along with the emphasis given by the communicative approach to learners and learning rather than teachers and teaching, and the necessity to teach students how to learn (Amin, Amin & Aly, 2011).

L2 learning strategies have been defined by Oxford (2003, p. 8) as “specific behaviors or thought processes that students use to enhance their own L2 learning”. Their purpose is to provide students with the tools to be permanent, independent and autonomous learners (Allwright, 1990, as cited in Oxford, 2003). However, as students are not necessarily aware of the importance and effect of conscious learning, not only should teachers help them develop that awareness, but also provide the required instruction for strategy use (Nyikos & Oxford, 1993). In this sort of ideas, research has shown that learning strategies should be taught explicitly, as an effective strategy instruction process includes demonstrating the situations when a strategy is useful, how to use and evaluate it, and how to transfer it to other contexts of tasks. Also, the strategy instruction process should not be separated from regular everyday language teaching (Oxford & Leaver, 1996).

According to Oxford (1990, as cited in Oxford, 2003), there are six main categories of L2 learning strategies: cognitive, metacognitive, memory-related, compensatory, affective, and social. Cognitive strategies allow learners to use the language material directly, through analysis, synthesizing, reasoning, reorganizing information to acquire a stronger knowledge of structures and consciously practicing them in a formal way. Metacognitive strategies such as planning, monitoring and evaluating strategy use success, are used to self-regulate the learning process and

generally, they are “strong predictors of L2 proficiency” (Oxford, 2003, p. 13). Memory-related strategies facilitate learners to make connections amongst L2 concepts without necessarily understanding them in depth. They help learners to get information or create learning through techniques such as acronyms, rhyming, combinations of sounds and images, movement, etc. Although memory-related strategies do not have a positive relation to language proficiency, they are commonly used on early stages of language learning for memorizing structures and vocabulary, and they are decreasingly needed as learners widen these aspects. Compensatory strategies allow students to make up for the lack of knowledge; these techniques such as guessing meanings from context and talking around the missing word, are closely related to L2 proficiency (Oxford & Ehrman, 1995), as each occasion of L2 use is an opportunity for increasing language learning. Affective strategies include talking about feelings, identifying one’s mood, rewarding oneself for good performance. The use of these strategies also decreases as learners make progress, since the use of cognitive, metacognitive, and social strategies increases along with the level of proficiency. Social strategies facilitate learners to interact with others and understand better the culture and the language. Some examples of social strategies are asking for clarification and verification, asking for help, communicating with native speakers and exploring cultural and social norms.

Regarding the implementation of the strategy instruction process, the optimal conditions depend on the context where it is conducted. According to Oxford (2003), teachers could start with small interventions and focus on a particular goal, such as helping students guess meanings from context, rather than carrying out a full-scale instruction process that involves all four communicative abilities. On the other hand, models like CALLA, which include strategy

instruction, content area, and academic language development, are suitable for those who want to develop a high number of skills simultaneously.

### **5.3. Reading Strategy Instruction**

“Language acquisition is more imitation and self-experiences than teaching, though teaching plays a certain role in the whole process” (Cheng & Deng, 2008, p.143); this is probably the most important reason to strengthen the guidance on developing reading skills.

Being the first skill that language learners make use of to enhance their information, expand their vocabulary and develop other language skills, the role of reading in language comprehension is crucial (Smadi & Alshra'ah, 2015). Even though teachers are in hardly ever in the position to make radical decisions on the goals and approaches to reading instruction, they can implement instructional practices that can make a significant difference in students' reading abilities, and consequently in their language learning process (Stoller, Anderson, Grabe & Komiyama, 2013).

Developing reading habits should not only help learners perform better in academic contexts or any other where reading is a necessity, but also help teachers facilitate the language learning process, as self-study abilities could also be positively affected by effective reading.

Research has shown that strategic knowledge is what usually makes good learners be ahead of their low-achieving peers, since the first plan, monitor and choose appropriate strategies. Thus, it could be concluded that the latter might benefit from a strategy instruction process that would help them identify their weaknesses regarding reading comprehension and help them engage in their learning process to make gradual progress (Zhang & Wu, 2009).

According to Habibian (2015), teachers need to make students aware of the impact of the use of metacognitive strategies not only in academic achievement but also in their motivation for learning and feeling of self-efficacy and confidence in their own abilities and suggests sharing the findings of research in order to persuade them to use them as much as they can.

As it was suggested before, strategies are specific behaviors that are used to enhance a particular skill. Thus, in order for an action to be considered strategic, it must be selected by the individual from other behaviors and intended to achieve a specific goal. Paris, Lipson and Wixson (1983) explain that finding the needed information on a paragraph by reading only the topic sentence would not be strategic but lucky, unless the reader had acted in a conscious way to achieve that purpose.

As the reading goals are not necessarily set by the reader but someone else, actions to accomplish them can be suggested or provided by the teacher, keeping in mind that even in that situation, the reader must select one specific action that will expose their intentions, expectations for success and perceived value of action. In contrast, learner-learner interaction during strategy instruction, and making reading become communal, can help students understand how and why they should use a particular strategy, as listening to how other classmates use them, would facilitate forming their own insight on their value and scope (Nash-Ditzel, 2010).

According to Paris et al. (1983), it is necessary to discuss, understand and apply strategic actions mainly during initial learning, for problem solving situations and when tasks are too difficult. Although skillful learners do continue using strategic behavior to perform successfully, their choices are not deliberate but automatic, unlike students in initial stages, who need to identify different types of reading goals, means to achieve them and how to address them

accordingly (Brown, 1980, as cited in Paris et al.1983). Also, problem solving situations like looking for implicit information or lacking necessary vocabulary require the use of strategic actions, such as using the context cues for understanding. Finally, when a task exceeds the capacity of learners, for example, involving collocations, technical vocabulary or complicated structures, they might need to ask for help or using the dictionary as strategy.

However, the awareness of the importance of using strategies when reading and the knowledge of what they consist on, does not guarantee deliberate planning for monitoring comprehension; even when goals are well-defined and understood, learners might not be aware of the actions that will help them achieve them (Brown & DeLoache, 1978, as cited in Paris et al.1983).

As well as declarative and procedural knowledge are acquired when learners change from novices to experts (Bruner, 1978, as cited in Paris et al., 1983), they are also necessary for becoming a strategic reader. Declarative knowledge (*know that*) refers to the understanding of task structures and goals and beliefs about one's abilities (e.g. knowing that stories introduce the setting and characters in the first paragraph). Procedural knowledge (*know how*) refers to the information about how to perform specific actions (e.g. knowing how to skim, how to scan). Nevertheless, as declarative and procedural knowledge only refer to the knowledge and the skills to perform an action, and do not address the conditions in which learners might need to use them, Paris et al., (1983) introduced the term "conditional knowledge" referring to when and why to apply specific strategies. Even with sufficient declarative and procedural knowledge, learners could not adjust behaviors to changing tasks without conditional knowledge. Hence, in order for any ability to be sensed as necessary, then selected and, to make the effort to execute it, it must be perceived as valuable; otherwise, it would be used only by request of the teacher. Declarative,

procedural and conditional knowledge allow the learner to deliberately plan specific actions to accomplish goals, and adapt or adjust behaviors according to changing circumstances.

On the other hand, learners can choose to ignore the knowledge available either because of the effort they take, because they forget or because of certain dimensions of personal learning styles. So, in accordance to the most important elements of autonomy mentioned before, becoming a strategic reader takes not only skill, but also will. Therefore, motivation has an active role in the process of becoming a strategic learner. It takes a personal significance of the goals to achieve, a perception of utility, value and efficiency of strategic behavior, and the self-management of effort, time and knowledge, in order for learners to perform strategically. It is, then, essential for teachers to understand the importance of these elements to conduct strategy instruction successfully.

### ***5.3.1. Cognitive and Metacognitive Reading Strategies***

Chamot and O'Malley (1996) distinguish between cognitive and metacognitive strategies, being the first the ones that help the students "accomplish the reading task" (p. 56). These involve lower-level thinking since learners do not require making a big cognitive effort and usually demand literal comprehension (Gibson, 2009). On the other hand, metacognitive strategies involve self-reflection and thinking about reading and learning, as they involve identifying the strategy (declarative knowledge), knowing how it works (procedural knowledge) and when it is used (conditional knowledge).

It is important to note that the use of reading strategies may differ depending on whether they are presented in L1 or in L2. This is one of the major challenges ESL teachers might encounter,

as schemata, unfamiliar vocabulary, syntax, background knowledge, etc., usually represent a struggle for L2 learners, whereas many metacognitive strategies are automatic for L1 readers, so in the context of L2, metacognition involves reading strategies and also the acquisition of L2 (Hong-Nam & Page, 2014). Generally, this is one of the main constraints while trying to make L1 find strategic behavior as valuable, thus, this motivational aspect should be addressed as well; L1 learners might need reassurance of the resources they can make use of as readers of a different mother tongue, by making them aware of the fact that they are expected to not know some words, as it happens to native speakers in their own language (Jiménez, García & Pearson, 1996).

Although the identification of specific behaviors used by proficient readers occurred in the 80s, several authors have precised some of the most common strategies. Barnett (1989), for instance, mentioned that “the number and complexity of reading strategies is just short of overwhelming. Possibilities are numerous, and theorists' viewpoints are close but not identical”(p.70) and that due to the fact that good combinations of different strategies often work better than single strategies (Oxford, 1994), different terminology is commonly used to explain them.

Easterly-Adams (2009) summarized them in pre-reading, while reading and post-reading strategies. “Pre-reading strategies”, such as identifying author and text type, brainstorming, predicting, reviewing similar stories, skimming and scanning, activate schemata, and elicit or provide background knowledge, usually stimulate readers’ interest and facilitate approaching it in a meaningful manner.



“While reading strategies” facilitate problem-solving situations and improve control of the second language. Some examples of these are guessing meanings from context, word formation clues, identifying cognates, and analyzing reference words. “Post-reading strategies”, such as discussing in groups what they understood or focusing on what they did not understand, lead to a deeper analysis of the text and help learners recognize if they selected the appropriate strategies.

Zimmerman and Hutchins (2003), and Harvey and Goudvis (2007) have pointed out seven main strategies to reading comprehension: making connections, asking questions, making inferences, determining importance, synthesizing information, and visualizing while reading.

- Making connections:

Good readers relate their background knowledge to what they read. For instance, when readers have had experiences similar to those of characters in stories, they are likely to understand the characters’ thoughts and feelings. There are three types of connections; text to text (relating the information in across different texts), text to self (relating reading to personal experience), and text to world (relating reading to something in the world).

- Questioning:

Good readers make questions about the texts or the author to themselves because questioning is how we make sense of the world. Hence, it is important to encourage learners to make their own questions and focus less on answering questions.

- Inferring:

It involves reading between lines or drawing conclusions from implicit information in the text.

- Determining importance:

Learning to identify important and unimportant ideas is not easy; however, it facilitates comprehension of different types of texts.

- Synthesizing:

According to Harvey and Goudvis (2007), when we synthesize information, we are able to reach a more complete view of what we read and get overall meaning.

- Monitoring comprehension:

Stopping to clarify confusion or react to what we read.

- Visualizing:

Creating mental pictures of what we read to emotionally involve in the reading. It can help fill informational gaps.

## **6. METHODOLOGY**

### **6.1. Action Research**

Research has been defined by S.B. Merriam (2009) as “a systematic process by which we know more about something that we did before engaging in the process” (p. 4) and according to her, one of the reasons to engage in this process is to address a specific problem.

Along the same line, Glanz (2014) highlights the impact of research as a disciplined inquiry on education, and rejects the belief that research is an activity meant for scientists by stating that it is something everyone can do in order to understand, and hopefully solve, daily situations that we encounter in our classroom. As a type of applied research, the author points out the utility of action research to improve practices in educational contexts. Among the main features and benefits of action research, he remarks the internalization of research in the schools improvement mindset, problem- solving beliefs and decision making processes; the critical spirit that enhances in the participants, as a result of their empowerment; and the positive atmosphere it creates in teaching and learning situations.

With the advent of new language teaching methods and approaches, teachers are playing different roles in the classroom; the instructor is no longer the one who only provides knowledge as if filling an empty cup, but the one who through analysis and observation of the context facilitates the learning process and offers efficient solutions and new forms of action in order to improve it.

This study is framed into a qualitative approach, as it aims to comprehend a situation regarding its particular characteristics within a specific context and the interactions in it (Patton, 1985, as cited in Merriam, 2009). Qualitative research focuses on meaning and understanding, since its main purpose is to achieve understanding of how people make sense out of their lives,

delineate the process (rather than the outcome or the product) of meaning-making, and describe how people interpret what they experience (Merriam, 2009).

### ***6.1.1. Case Study***

Taking into account that this project aims to analyze the way the implementation of reading strategy instruction can affect the reading comprehension skills of a particular group of students and focuses on the characteristics of their specific context, it will be conducted by means of a case study, described by Yin (2013) as “an empirical inquiry that investigates a contemporary phenomenon within its real life-life context.” (p. 18)

Case studies involve a thorough investigation of a particular group or individual, place or situation and aim to understand a phenomenon in order for educators to discuss its possible implications (Glanz, 2014).

The group selected for the study is a sixth grade basic level class of 20 girls (10-11 years old). They have been classified in this level because they failed the English entry test the students take when they start sixth grade at the institution. This result is confirmed by the primary teachers, who classify the students according to their performance in class, in order for secondary teachers to have a more complete and accurate classification. At this point of their education process, their target needs are mainly academic, since English class is a high hourly-intensity subject at the school; however, they admit they have neglected effort because they find English difficult or because they do not have the ability for learning. During the daily evaluation of the class, they express they have come to enjoy the activities and they feel they are making slow but consistent progress. Amongst all the basic level classes at the school, sixth grade was selected considering that the earlier the strategy instruction process begins, the more they should

benefit from it. Also, it would be easier to recognize their progress, as they have heard less about reading strategies than other grades. It is necessary to point out that, although all the students in the class will participate, only the performance of the students who demonstrate interest and motivation for the project will be considered for analysis.

## **6.2. Instruments**

With the purpose of obtaining reliable and complete data that can lead to conclusive findings, triangulation will play an essential role in the study. In research, triangulation refers to the use of diverse instruments and methods for data collection within a single study, and aims for reliability as well as for completeness of the study (Fenech & Kiger, 2005).

Confidence in the results and the opportunity to create new and innovative methods to analyze a problem are some of the multiple benefits that triangulation offers to research (Jick, 1979), which is why the information obtained from each of the instruments implemented will not be analyzed separately for later examination, but will describe the actions taken by the researcher along with the reactions and responses of the sample group as a whole, in order to obtain a more accurate depiction of the strategy instruction process.

Several instruments will be used for the accomplishment of the objectives established.

### ***6.2.1. Documentary analysis:***

According to Prior (2003, p.87), “documents are useful in rendering more visible the phenomena under study”, so, one of the instruments that will be considered for determining the impact of the reading strategy instruction, on students’ performance, is a reading comprehension

test that students will take at the end of the training sessions. Naturally, the reliability of the results depends on the analysis of other factors occurring around it (Prior, 2003).

#### *6.2.1.1. Reading comprehension test.*

Cohen, Manion and Morrison (2013) suggest considering the aspects that will be addressed next, in order to approach documents in research.

The document is a nine questions reading comprehension test that intends to have students use the strategies that will be studied. Although the most common strategies will be mentioned and explained during the training process, only three will be emphasized: making connections, making simple inferences, and guessing meanings from context.

The comprehension questions will be based on a text called “New and exciting hobbies” (see appendix), taken from the textbook *American English in Mind 2* (page 6) by Cambridge University Press. In the textbook, it is expected to be used as reading practice for A2 level students. The language focus is the use of present simple to talk about routines and everyday activities, which is the grammar that the group has been studying. Although it is written in a simple informal language, it contains unknown vocabulary, yet appropriate for students to infer, using context clues. An educational text was selected over an authentic one, in order to guarantee the appropriateness in terms of level of difficulty.

The text maintains the format that will be used for the practice worksheets students will use during the training process, consisting in three paragraphs texts, describing three different uncommon hobbies. The students will be reading about hobbies in consistence with the topic of the unit “*What do you do in your free time?*”

In the original exercise, students are expected to match the names of each hobby with phrases describing them, however, the activities in the test were modified to match the type of exercises the students will be doing in the practice activities. Therefore, there are four statements for students to mark as true or false and justify their answer, and five multiple choice vocabulary questions about the meaning of some words in the text. These exercises are meant to focus on the strategies studied, as the first part aims for students to infer information that is not explicit in the text and provide a justification based on cues in the text, and in the second part, the students are expected to guess the meaning of unknown words by using the context provided. As they will have studied the vocabulary related to free time activities, read several texts for practice and discussed with the class on the same topic, they are expected to make different types of connections as they read.

#### ***6.2.2. Observations:***

As it was stated in the review of the literature on strategy instruction, a specific behavior is considered strategic when it is consciously selected by the individual to achieve a specific goal (Paris et al.1983). Therefore, in order for the study to achieve its purpose, it is necessary to gather evidence of the students' awareness of the use of strategies, that is to say, their declarative, procedural and conditional knowledge. This will be achieved through class and dialogue observations.

The first will take place during the first session (two periods of 45 minutes), where students will be familiarized with the strategies selected, through presentation, modeling, and practice stages, where they will receive constant feedback and scaffolding from the teacher. The class observation will focus on the students' response to the instruction, their understanding of the

strategies and how they put them into practice to perform in specific tasks. This observation will also provide the opportunity to identify the students who show the most interest in learning and using the strategies to improve their reading skills, which is a determining factor in the success of strategy instruction.

On the other hand, dialogue observations will be conducted in every session of the training after the presentation and modeling stage, as students practice the use of the strategies in groups. They will be asked to read, discuss, and solve two different reading activities in two sessions of 90 minutes each, which will be observed and analyzed. Think-aloud protocols would be ideal for identifying the processes that occur while solving a problem, since the subject is requested to speak out loud whatever thoughts come to mind while performing a task. However, giving account of each thought requires high levels of concentration to avoid interpretation or explanation and sufficient training, which is a hard instruction for a young child. Hence, the instrument that will facilitate obtaining this information is the dialogue observation protocol, which is a form or verbal report used for studying cognitive processes in problem-solving. Someren, Barnard and Sandberg (1994) explain that, although these type of report is different from individual verbal reports, they can be recorded under more natural circumstances than a think aloud session. On the other hand, “they seem to work better with young children to whom the think aloud instruction is not very clear” (Someren et al., 1994, p.24). Also, when people are asked to collaborate on a task, they will usually have differing opinions, therefore, they are forced to give arguments, and clarify the steps of their thinking processes, which will facilitate the identification of reading strategy use.

### **6.2.3. Interviews**



Finally, in order to identify the perceptions of the students regarding the strategy instruction process, interviews will provide information about its significance and usefulness from the perspective of the learners. They will be conducted in L1 at the end of the training process, with six students; four of them showing the most interest in the activities, and two who do not show motivation for the strategy instruction process. The interview will look into the students' declarative knowledge about the strategies studied, their perception on the usefulness of the modeling session, the impact of the group discussions in their understanding of the strategies, the strategies that they found more valuable, as well as their knowledge on how they work and when they can be used, and the reasons why they think the performance in the individual assessment activity improved or weakened. Also, the evaluation of the class that is conducted daily will be considered to identify the group's feelings about the instruction process.

## **7. RESULTS**

As stated in the previous section, all the instruments applied in the study are correlated and need to be analyzed as a whole in order to address the objectives, for it is the relation between the activities implemented (lesson plan), the students' performance (observations) during the training process, and students' tests results what reveals how the instruction process affected reading comprehension skills. This information is meant to be supported by the students' perceptions, which is described through the interviews conducted.

### **7.1. Class Methodology**

In order to describe the strategy instruction process implemented in this study, a lesson plan was designed taking into account the unit topics of the sixth grade syllabus, as the strategy instruction is supposed to be conducted explicitly, incorporated into the regular instruction, and not as a separate item (Oxford, 2003). This lesson was developed in sessions of 45 minutes within two class weeks, and focused on three main strategies: making connections (connecting schemata), guessing meanings from context and drawing simple inferences. Bearing in mind that learning is best accomplished when it is well-modeled (Davey, 1983), these strategies were modeled through examples and think-aloud, and explained to the students regarding how they work and when they are used according to the situation.

The students had several opportunities to practice their use in groups through dialogues that were recorded for later analysis to describe student's performance throughout the instruction process.

During the previous class before starting the training session, the last reading test was handed out to the students. Since only one student passed with the minimum score, they were explained that the next classes would be spent on practicing reading comprehension throughout the implementation of some strategies to help them understand reading better. Some of the most common were mentioned roughly and some examples were analyzed with the students to help them get familiar with what strategies are and how they work. Also, it was pointed out that the training sessions would emphasize on three main strategies; guessing meanings from context, making simple inferences and making connections, considering that they would address the most frequent difficulties they have been evidencing in the activities and tests, and would be the most useful for the type of text that they usually read in English class.

When they were asked about their opinions on spending two weeks on practicing reading, they were surprisingly in agreement and expressed that reading was one of their main concerns regarding English learning this year, as reading activities used to be much easier in primary school and never represented a difficulty.

The training session started by looking into what students remembered from last class, in order to check their awareness of the purpose of the class and their disposition and attitude for the activities. Although they had previously expressed the importance of the session for the success of the forthcoming reading practice, not all of them were engaged in the activity at the beginning. Having the most restless students focus on the presentation was a challenge, especially because they are used to performing activities involving movement, mingling and interaction. This attitude bothered the rest of the students who were listening attentively and in

several occasions, they would call their partners to attention. However, as the session advanced, more and more students were getting engaged in the activity participating actively in the discussion.

## LESSON PLAN

Name of the teacher: Lucía García Consuegra

Class / grade: 6<sup>th</sup> Basic

Number of students: 20

Average ages of Students: 9-11

Unit/Topic : What do you do in your free time?

Level of students: Basic

Allotted time: 3 sessions of 90 minutes

**Target goal:** Development of reading skills

### Specific objectives:

- Students should be able to identify and use reading strategies according to the task.
- Students should be able to guess the meaning of unknown words by using context clues.
- Students should be able to relate texts to prior knowledge or experiences.
- Students should be able to infer simple implicit information from short texts.

**Assumed Knowledge:** vocabulary about hobbies, present simple, present continuous, past simple.

**Description of language item / skill:** Reading Comprehension and Application of reading strategies

**Materials:** slides presentation, worksheet 1 “Unusual Hobbies”, worksheet 2 “My new hobby”, worksheet 3 “Weird hobbies”

### Rationale for topic area / materials used:

The topic for these lessons was selected with the purpose of keeping a consistency with the topic of the unit the students are currently studying, which provides an appropriate context for the language form the students are reviewing (present simple). The materials were designed taking

into account that students need to be introduced to reading strategies, since this is the weakest skill in the group.

Reading strategies are supposed to be taught explicitly, so that learners are aware of their usefulness to become better readers and the importance of choosing the appropriate one according to the task. Considering this, they will be constantly modeled by the teacher and practiced by the students lesson after lesson. Finally, the students will perform an assessment activity individually.

Class Stage	Objective	Activities students will perform and teacher's procedure	Materials	Allotted time
Presentation	Students should be able to identify and use reading strategies according to the task.	<p>The teacher will ask students about the definition of the word <i>strategy</i> and write the students' brainstorming on the board.</p> <p>The teacher will explain the students what reading strategies are.</p> <p>T will explain what <i>making connections</i>, <i>inferring</i> and <i>guessing meanings from context</i> consist on, model the use of the strategies with examples that SS will read on slides, and explain when they can be used.</p>	PowerPoint presentation about reading strategies (guessing meanings from context, inferring and making connections), examples and exercises.	<p>5'</p> <p>15'</p>
Practice	<p>Students should be able to guess the meaning of unknown words by using context clues.</p> <p>Students should be able to relate texts to prior knowledge or experiences.</p> <p>Students should be able to infer simple</p>	<p>T will explain to SS that they are expected to put into practice the strategies modeled by reading about the hobbies of three different people. T will elicit the hobbies they are going to read about by encouraging them to look at the pictures in the text.</p>	<p>PowerPoint presentation about reading strategies (guessing meanings from context, inferring and making connections), examples and exercises.</p> <p>Worksheet containing the</p>	<p>5'</p> <p>15'</p>

	implicit information from short texts.	<p>SS will read a paragraph about underwater photography individually. T will read the paragraph aloud and model how to guess the meaning of the words in boldface by asking questions to SS until they guess it. T will have the students express how they guessed.</p> <p>T will have students help her decide whether some statements about the text are true or false and express how they know or what parts of the text help them answer correctly. As they do it, T will constantly remind them the strategy they are using and when they can use it.</p> <p>T and SS will repeat the same procedure to guess the vocabulary and answer the “true or false?” questions about two more paragraphs; one about baking chocolate sweets and one about taking care of an uncommon pet.</p> <p>Students will evaluate the class in terms of</p>	exercises on the presentation for individual reading.	<p>15’</p> <p>30’</p> <p>5’</p>
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		their feelings and impressions on the activities performed.		
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Class Stage	Objective	Activities students will perform and teacher's procedure	Materials	Allotted time
Practice	Students should be able to identify and use reading strategies according to the task. Students should be able to guess the meaning of unknown words by using context clues. Students should be able to relate texts to prior knowledge or experiences. Students should be able to infer simple implicit information from short texts.	T will ask SS about the reading strategies studied during the last session: what they consist on and when they are used.	Worksheet containing the text "My new hobby", statements to mark as true or false and vocabulary questions.	10'
		SS will gather in groups of 4 and read the text "My new hobby", which was the same text SS read in the last exam they took and failed. They will be asked to answer the comprehension questions together and say what goes through their mind as they do it.		45'
		T will explain that they are expected to help one another understand how they managed to get the correct answer. SS will record their think-aloud protocols.		30'
		SS will report to the class their experience in the groups, share their answers as a whole class and explain what they did to get them. T will help SS identify and relate the techniques they used as strategies.		5'

		Students will evaluate the class in terms of the positive aspects and challenges they encountered while performing the activities.		
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Class Stage	Objective	Activities students will perform and teacher's procedure	Materials	Allotted time
Practice	Students should be able to identify and use reading strategies according to the task. Students should be able to guess the meaning of unknown words by using context clues. Students should be able to relate texts to prior knowledge or experiences. Students should be able to infer simple implicit information from short texts.	<p>T will welcome students and explain the instructions for the activities of the class.</p> <p>SS will gather in groups of 4 and read a text with people talking about their weird hobbies and decide which person is talking about each of the hobbies mentioned. SS will answer multiple choice and vocabulary questions. They will be asked to answer the comprehension questions together and say what goes through their mind as they do it. T will explain that they are expected to help one another understand how they managed to get the correct answer. SS will record their think-aloud protocols.</p> <p>SS will report to the class their experience in the groups, share</p>	Worksheet containing the text "Unusual hobbies" for students to match the name of the hobbies with people's stories.	<p>10'</p> <p>45'</p>



		<p>their answers as a whole class and explain what they did to get them. T will help SS identify and relate the techniques they used as strategies.</p> <p>Students will evaluate the class in terms of the positive aspects and challenges they encountered while performing the activities.</p>		<p>30'</p> <p>5'</p>
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## 7.2. Analysis of the observations

### 7.2.1. Class Observation

The class observation was analyzed considering the teacher's procedures to introduce and model the use of the strategies, and students' response to each of them and practice. The following are the categories observed during the first session.

- *Elicit declarative knowledge:* Teacher asks questions to prompt students to say the name of the strategy out loud or raise awareness of what it consists in, when it has been previously explained.

-E.g. Teacher helps students remember the strategies they know.

*T: Now, what were some of the strategies that we talked about yesterday?*

-E.g. Teacher makes student aware of the strategy used.

*T: Very good, that is a...*

*S: connection!*

- *Explain strategy:* Teacher explains students how the strategy works or how and when it is used.

-E.g. Teacher explains students what the context is.

*T: (...) what is the context? It's the information before and after the word you didn't know, exactly. Es lo que esta antes y después de la palabra que tú no sabes.*

-E.g. Teacher explains students how to infer implicit information.

*T: Entonces para inferir lo que hacemos es que pensamos en una manera diferente de decir exactamente lo mismo.*

*S: La idea no cambia.*

*T: Exacto. La idea está ahí pero está dicho de otra manera.*

- *Modeling:* Teachers thinks aloud to show students the steps followed while using the strategy or the questions they can ask themselves to use the strategy.

-E.g. Teacher shows student how to guess the meaning of a word, using the context clues.

*T: For example, Sofia, "My uncle's house is huge. It has 10 bedrooms, 5 bathrooms and two swimming pools", what is "huge"?*

*S: Is a mansion!*

*S: Big, big!*

*T: "Huge" means "very, very big".*

-E.g. Teacher shows students how to connect the text to schemata and how to make simple inferences by thinking aloud.

*T: (...) Connections... Ya tú sabes que California sí tiene playa, por lo tanto ya sabes que eso es falso. Después infiero y digo "bueno pero ahí me están diciendo "golden*

*beaches” así que no puede estar lejos del océano si tiene playa” ahí no dice “California está lejos del océano” pero lo puedo deducir.*

- *Feedback:* Teacher makes comments on students’ response, either to guide them or to approve.

-E.g. Teacher confirms what students say by restating.

*S: (...) It’s knowing about the text without reading.*

*T: Without reading or before reading. So, as you said, we think about the previous knowledge.*

- *Scaffolding:* Teacher makes comments or ask questions to support students

-E.g. Teacher assist student while guessing the meaning of an unknown word.

*T: (...) Paula pregunta, what is the meaning of “huge”? Paula: “My uncle’s house is huge. It has 10 bedrooms, 5 bathrooms and two swimming pools”. ¿Qué crees tú si la casa tiene 10 habitaciones, 5 baños, 2 piscinas, esa casa debe ser...?*

*S: Very big.*

*S: It’s a penthouse.*

*T: It’s a penthouse, OK, y los penthouse son ¿qué? Denme un sinónimo de huge*

*S: Big!*

*T: “Huge es “big”.*

- *Confirm understanding:* Teacher asks questions to verify that concepts and procedures are clear.

-E.g. Teacher verifies that student knows what “*making connections*” is and how it was used.

*T: Bueno, ahí ¿qué estrategia aplicaste? Eso que acabas de decirme, ¿qué estrategia es?*

*S: Guessing meaning from context*

*S: Make connections*

*T: Make connections. ¿Qué conectaste? Lo que sabías.*

*S: Lo que sabía. Conecté lo que sabía, que me habías enseñado antes con lo que estamos leyendo ahí.*

-E.g. Teacher has students explain the strategy to verify their understanding.

*T: So, this time we are going to practice but you are going to tell me what the strategy that you need to use to answer the question is. I'm not going to tell you.*

- *Elicit making connections:* Teacher asks students questions about themselves in order to help them connect the text to personal experiences.

-E.g: Teacher asks students about their pets before reading the text about taking care of an unusual pet.

*T: Do any of you do any of these activities?*

*S: No.*

*S: Love animals.*

*T: Does anyone have a pet?*

*S: I have two pets.*

*T: What type of pet? Is it a dog?*

*S: Yes, a dog and a turtle.*

*T: A turtle is a very unusual pet because the majority of people have dogs or cats, yes.*

*S: ¡Un loro!*

*T: A parrot. And you Paula?*

*S: I have a dog, a cat, turtle, fish.*

*T: Ok. Do you know anyone who likes baking?*

*S: Teacher I do baking!*

- Elicit inferring: Teacher asks students questions to help them find information that is not explicit in the text.

-E.g. Teacher guides students to prevent them from making a wrong inference with information that is not provided by the text.

*T: How do you know it's false?*

*S: No! It's True, it's True! Because aquí dice que come animales pequeños.*

*T: "Albert eats a small animal EVERYDAY" ¿Cómo sabes que no?*

*S: Because in the text says he likes eating animals.*

*T: ¿Dice que se come uno todos los días?*

*S: No, dice que come animales pequeños.*

*T: Entonces ¿cómo sabes qué es?*

*S: he's fat!*

*S: It doesn't say he's fat. Albert eats a small animal every day.*

*T: Hay momentos en que la información no está explícita, pero está ahí. Hay momentos en que sí, pero hay momentos en que definitivamente no está, (...) Entonces, que a Alfred le guste comer "small animals" no significa que sea todos los días, ni siquiera nos dan una pista de que es así. Entonces ¿cuál es la respuesta?*

- *Look into students' perceptions:* Teacher asks students about their feelings and opinions about the usefulness of the training.

*T: (...) we only have five minutes before the end of the class. Quiero escuchar qué piensan de esto (...)*

*S: Para mí, al principio se me complicó mucho porque yo no entiendo mucho inglés, y se me dificulta demasiado, pero ya después mejoró.*

*S: Es muy bueno el método, pero si por ejemplo, el examen es de 30 minutos o de 10 minutos, y uno tiene que poner Verdadero y Falso y duramos dos horas haciendo esto...*

*T: Porque había muchos ejercicios, pero en el examen va a haber menos. No lo pienses por el examen. La idea es que lo apliques en todas las materias, y aquí nos demoramos porque hicimos varios ejercicios.*

The goal of the first lesson was to familiarize the students with the strategies and their use. A slides presentation (see appendix B )was used to point out what each strategy consists on

and when it can be used, and show students extracts from different texts about different topics, and comprehension exercises, so as to model the use of the strategy in question (*I do, you observe*). However, while explaining, students were progressively asked for help to solve the tasks, in order to engage them and keep them active, to which the students responded positively (*I do, you help*).

*Excerpt 1 from class observation (appendix D).*

Turn	Teacher's speech	Students' speech	Procedure
83	...Now we also have "Guessing meaning from context". What is "guessing"?		Explain the strategy
84		Sacar significados del context.	
85	"Guess" means "adivinar", Ok? Es como si lo fuera a adivinar realmente. Pero si, Vane, eso es, sacar el significado del contexto. Ahora, what is the context?		Feedback Explain the strategy
86		Is the information before and after the word you didn't know.	
87	Is the information before and after the word you didn't know, exactly. Es lo que esta antes y después de la palabra que tú no sabes. For example, Sofia, "My uncle's house is huge. It has 10 bedrooms, 5 bathrooms and two swimming pools", what is "huge"?		Explain the strategy Modelling
88		It's a mansion.	
89		Big, big.	
90	Huge means "very, very big". Alguna sabía el significado de "huge"?		Modelling
91		No! (overlapping)	
92	¿Necesitamos el diccionario para eso? No, ¿y cómo supimos qué era "huge"?		Modelling
93		Because of the sentence before the word, because of the characteristics of the house.	

94	<i>Exactly. In this case the context is the characteristics of the house. Lo que está después, nos está indicando que “huge” debe ser grande.</i>		<i>Modelling</i>
95		<i>Guess the meaning of the context. In this case the “context” is lo que yo sé del texto.</i>	
96	<i>No, Isa, si yo no sé qué es “huge” y nunca en mi vida he visto la palabra “huge”, la estrategia se trata de que yo no necesito tener un diccionario, en la vida real nadie lee con un diccionario al lado, la estrategia se trata de que yo puedo adivinar el significado teniendo en cuenta las pistas que me da el contexto, en este caso ¿cuáles son esas pistas?</i>		<i>Explain strategy</i>
97		<i>Como yo no sé qué es “huge” miraría las palabras que están en la misma oración.</i>	
98	<i>Exacto, todo lo que está alrededor de “huge” es el contexto. Entonces yo digo: Si tiene 10 bedrooms, 5 bathrooms, 2 swimming pools, entonces... Paula?</i>		<i>Modelling</i>
99		<i>What is the meaning of “huge”?</i>	
100		<i>You guess the meaning by the context.</i>	
101	<i>Si, pero Paula pregunta, what is the meaning of “huge”? Paula: “My uncle’s house is huge. It has 10 bedrooms, 5 bathrooms and two swimming pools”. ¿Qué crees tú si la casa tiene 10 habitaciones, 5 baños, 2 piscinas, esa casa debe ser...?</i>		<i>Scaffolding</i>
102		<i>Very big.</i>	
103		<i>It’s a penthouse.</i>	
104	<i>It’s a penthouse, OK, y los penthouse son ¿qué? Denme un sinónimo de huge</i>		<i>Modelling</i>



105			
106	"Huge es "big".		

Excerpt 1 shows how the students were asked to use the information provided in the previous class, to participate in the training session. Although they were expected to observe and listen during the modeling, asking them questions to engage them and preventing from getting bored had a positive outcome, as they probably felt more involved by giving their own examples, as it is evidenced in excerpt 2. As of that moment, the same technique was used for modeling the rest of the strategies.

*Excerpt 2 from class observation (appendix D).*

<i>Turn</i>	<i>Teacher's speech</i>	<i>Students' speech</i>	<i>Procedure</i>
125	...Ahora, ¿alguien sabe qué es una inferencia?		<i>Explain strategy</i>
126		<i>Una inferencia es como sacar lo mayor de lo menor. Es como cuando tú sabes que es algo, pero no sabes la palabra que es. Es buscar información relacionada con el texto.</i>	
127	<i>Señoritas, inferir es extraer información que no está literal, que no está explícita en el texto, no se ve a simple vista. Esta ahí pero uno dice "Teacher pero es que el texto no dice", no, el texto sí dice, solo que no te está diciendo exactamente lo que es, pero ahí está.</i>		<i>Explain strategy</i>
128		<i>O sea, ahí puede decir que mi papá es un narcotraficante y yo no sé.</i>	
129	<i>Bueno, puede decir que tu papa trafica</i>		<i>Explain</i>

	<i>drogas a otros países, que tu papa exporta cocaine y etcétera, y después te preguntan: Verdadero o Falso, ¿el papa es narcotraficante?</i>		<i>strategy</i>
130		<i>True!</i>	
131	<i>¿Ahí dice que es narcotraficante? No, pero me están dando otras cosas que dan a entender que el papá es narcotraficante.</i>		<i>Explain strategy</i>
132		<i>Ah con razón es que eso siempre me sale malo.</i>	
133	<i>Entonces para inferir lo que hacemos es que pensamos en una manera diferente de decir exactamente lo mismo.</i>		<i>Explain strategy</i>
134		<i>La idea no cambia.</i>	
135	<i>Exacto. La idea está ahí pero está dicho de otra manera.</i>		<i>Explain strategy</i>
136		<i>O sea no sale lo que uno quiere que salga, pero ahí está.</i>	
137	<i>For example: California is a fantastic place, from its golden beaches and its golden flowers, to its famous film studios and Hollywood actors. The statement is: California is far from the ocean. True or False?</i>		<i>Modelling</i>
138		<i>FALSE.</i>	
139	<i>How do you know that?</i>		<i>Modelling</i>
140		<i>Because the text says "California is a fantastic place from its golden beaches..."</i>	
141	<i>Exacto. No me dicen California está lejos de la playa, no me tienen que decir eso. Tú ya sabes eso.</i>		<i>Modelling</i>
142		<i>And California has a beach.</i>	
143	<i>¿Entonces esa estrategia cuál es?</i>		<i>Confirm understanding</i>
144		<i>Make connections.</i>	

145	<i>Make connections. Ya tú sabes que California sí tiene playa, por lo tanto ya sabes que eso es falso. Después infiero y digo “bueno pero ahí me están diciendo golden beaches así que no puede estar lejos del océano si tiene playa” ahí no dice “California está lejos del océano” pero lo puedo deducir. “The name California comes from a book of 1510, The Exports of the Spanish, by a Spanish writer. One of the characters in the book is Queen Califia, the queen of an imaginary land with strange animals and gold” The statement is “Queen Califia is a real queen” Is Queen Califia real or not?</i>		<i>Modelling</i>
146		<i>No!</i>	
147		<i>False!</i>	
148	<i>¿Cómo sabes que es False?</i>		<i>Modelling</i>
149		<i>Porque ahí dice “imaginary”.</i>	
150	<i>Exacto, te están diciendo que uno de los personajes en el libro es Queen Califia. Si es un personaje de un libro, ¿es real o no?</i>		<i>Feedback Modelling</i>
151		<i>No! False!</i>	

Excerpt 2 portrays the dialogue (rather than lecture) atmosphere in which the training session was carried out, as the group started engaging progressively.

With the purpose of providing sufficient modeling and practice the use of the strategies explained, the students were asked to read the texts in silence from their worksheet (see appendix C) before the teacher read out and model how to guess the meaning of a word, use the clues from the text to draw conclusions and simple inferences or connect the text to schemata.

*Excerpt 3 from class observation (appendix D).*

<i>Turns</i>	<i>Teacher's speech</i>	<i>Students' speech</i>	<i>Procedure</i>
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153	<p>...So, this time we are going to practice but you are going to tell me, what is the strategy that you need to use to answer the question? I'm not going to tell you. Take one paper and pass it on.</p> <p>Ok. We have three unusual hobbies here. First, let me ask you something. ¿Qué piensan ustedes de qué se tratan esos hobbies? ¿Qué recuerdan?</p>		<p>Modelling</p> <p>Confirm understanding</p> <p>Provide practice</p> <p>Elicit making connections</p>
154		<p>Make cookies, make cakes, surfing, save wild animals.</p>	
155	<p>Do any of you do any of these activities?</p>		<p>Elicit making connections</p>
156		<p>No.</p>	
157		<p>Love animals.</p>	
158	<p>Does anyone have a pet?</p>		<p>Elicit making connections</p>
159		<p>I have two pets.</p>	
160	<p>What type of pet? Is it a dog?</p>		<p>Elicit making connections</p>
161		<p>Yes, a dog and a turtle.</p>	
162	<p>A turtle is a very unusual pet because the majority of people have dogs or cats, yes.</p>		<p>Elicit making connections</p>
163		<p>¡Un loro!</p>	
164	<p>A parrot. And you Paula?</p>		<p>Elicit making connections</p>
165		<p>I have a dog, a cat, turtle, fish.</p>	
166	<p>Ok. Do you know anyone who likes baking?</p>		<p>Elicit making connections</p>
167		<p>Teacher I do baking!</p>	
168	<p>¿De qué te acordaste tú, Vane?</p>		<p>Elicit making connections</p>
169		<p>Baking tools</p>	
170	<p>Very good Vane, that is a...</p>		<p>Elicit declarative knowledge</p>
171		<p>Connection!</p>	

172	<i>What hobby do you think this is?</i>		<i>Elicit making connections</i>
173		<i>Take photos underwater.</i>	
174	<i>Take photos. Now everybody read "Ethan..." in silence. Only "Ethan."</i>		

Excerpt 3 shows how students were encouraged to connect the title and the images from the text about unusual hobbies (looking after a pet, baking and underwater photography) to their personal experience, to which they responded by talking about their own pets, or people around them, which facilitated setting the mood for the practice activities.

The comprehension exercises were solved as a whole-class activity, with constant scaffolding from the teacher to help the students understand the strategies.

*Excerpt 4 from class observation (appendix D).*

<i>Turns</i>	<i>Teacher's speech</i>	<i>Students's speech</i>	<i>Procedure</i>
203	<i>Aquí dice que la cámara funciona bajo el agua, pero si Ethan puede tomar fotos en el agua, es porque la cámara funciona en el mar. Ok. Number 2: "Ethan is learning to swim"</i>		<i>Modelling inferring/practice</i>
204		<i>Yes teacher, its True because...</i>	
205		<i>No it's false, because it says Ethan loves to swim.</i>	
206	<i>¿Cómo saben que Ethan sabe nadar?</i>		<i>Modelling inferring/practice</i>
207		<i>Porque no amara el agua si no supiera nadar.</i>	
208		<i>Ahi dice she likes to swim.</i>	
209	<i>Exactamente. Número uno, Ethan no puede</i>		<i>Feedback</i>

	<i>tomar fotos debajo del agua si no sabe nadar y dos, ahí dice “he likes swimming”, por eso inferimos que ya sabe, si le gusta es porque ya sabe.</i>		<i>Modelling inferring</i>
210	<i>And number 3 says “James takes photos under the water too”</i>		
211		<i>It’s False because the name of the person is Ethan.</i>	
212	<i>Yes but, who is James?</i>		<i>Scaffolding</i>
213		<i>The little brother</i>	
214	<i>The little brother. Entonces “James takes photos under the water too”</i>		<i>Scaffolding</i>
215		<i>False.</i>	
216	<i>¿Cómo sabes que es falsa, Angela?</i>		<i>Modelling inferring</i>
217		<i>Porque dice que no puede nadar.</i>	
218	<i>Y entonces la pregunta es que si él puede tomar fotos debajo del agua.</i>		<i>Modelling inferring</i>
219		<i>Si podría. Hay posibilidad de que se ahogue pero de que puede, puede.</i>	
220	<i>Bueno suponemos que si no sabe nadar, no puede tomar fotos debajo del agua. ¿Por qué? Porque para tomar una foto debajo del agua yo necesito posicionarme bien, necesito tener el ángulo apropiado, la luz apropiada, necesito tener ciertas habilidades debajo del agua para poder hacer todo eso. Por lo tanto inferimos que James...</i>		<i>Modelling inferring</i>
221		<i>No puede tomar fotos.</i>	
222	<i>Very good! Read “Abby...” in silence please.</i>		<i>Feedback</i>

Excerpt 4 depicts students’ active participation in the whole-class practice activity, not only by answering the questions asked by the teacher, but listening to their classmates’ guesses and collaborating with them.

Also, for the modeling/practice session, the students were expected to name the strategy being modeled, instead of the teacher. The group seemed enthusiastic and performed the activities successfully, getting the correct answer in most of the cases, and being able to justify their answers, name the strategy implemented and the clues from the text that guided them (*you do, I help*).

*Excerpt 5 from class observation (appendix D).*

<i>Turns</i>	<i>Teacher's speech</i>	<i>Students' speech</i>	<i>Procedure</i>
287	<i>And the last one is "Albert is a 6-year-old snake"</i>		
288		<i>TRUE! TRUE! TRUE! Because Albert is only 6 years old.</i>	
289	<i>Ok, pero ¿cómo sabemos que es una "Snake"?</i>		<i>Confirm understanding of the strategy</i>
290		<i>Because of the snack</i>	
291		<i>Because he likes eating small animals! (students screaming)(overlapping)</i>	
292	<i>Pero hay millones de animales que comen animales pequeños.</i>		<i>Confirm understanding of the strategy</i>
293		<i>Teacher ¿Qué es "snake"?</i>	
294		<i>Because he is long!</i>	
295	<i>Ah, ok. Manuela ¿Cómo sabes? ¿Qué es una "snake"?</i>		<i>Confirm understanding of the strategy</i>
296		<i>Serpiente! (overlapping)</i>	
297		<i>Serpiente!</i>	

		<i>(overlapping)</i>	
298		<i>Es porque mide 150 centímetros y come ratas!</i>	
299	<i>Señoritas! ¿Eso cómo se llama? ¿Cómo se llama la estrategia?</i>		<i>Confirm declarative knowledge</i>
300		<i>Make connections! (overlapping)</i>	
301		<i>INFERRING!</i>	
302	<i>Es “inferring” eso fue lo que hicimos, inferimos porque mide 150 centímetros, come animales pequeños.</i>		<i>Modelling inferring</i>

Excerpt 5 shows the students enthusiasm for the activity as they had understood what the strategies were and how they could help them improve their reading comprehension, and they had been able to answer the comprehension questions correctly and give account of the strategy used.

### 7.2.2. Dialogue observations

#### 7.2.2.1. Activities 2 and 3: “My new hobby” and “Weird hobbies”.

The goal of these activities was to provide students with opportunities for practice the strategies modeled. In activity 2, the students were given a new copy of the comprehension exercise from the exam they had failed (see worksheet, appendix E), asked to read again in groups, and answer together the same comprehension questions, putting into practice the strategies presented. In activity 3 (see worksheet, appendix F), the students read a new text about three different people talking about how they started their weird hobbies without naming them; in their groups, they were asked to use the images and the clues in each paragraph to match the stories with the hobbies. The second part of the activity consisted on a set of multiple



choice vocabulary questions. In both activities, they were told to think about the strategy they had used once they got each answer. Each discussion was recorded for later analysis.

During group work, it was evident that not all the participants were interested; in fact, some of them relied on a stronger student to solve the task, without questioning the reasoning or the procedure to get the answer. In all the cases, the strong student in each group was the one having shown more commitment during the initial presentation, and the most participative during the feedback.

In the class evaluation carried out at the end of each class, the students expressed that although the text of activity 2 was the same from the exam they failed, it seemed much easier after the practice in lesson 1 and the group discussion.

During this activity, most of the students were able to use the strategies consciously in most of the cases, but did not name them correctly; however, as they explained to the others, they evidenced their comprehension.

*Excerpt 6. Dialogue observation (Appendix G)*

<i>Turns</i>	<i>Students' Speech</i>	<i>Teacher's speech</i>	<i>Strategy</i>
1	<i>"6. An entomologist is a:".</i>		
2	<i>Entomología ¿Qué es? Puede ser doctor, científico o profesora.</i>		
3	<i>Yo digo que es científico porque es con los insectos, aunque puede ser profesora porque puede ser profesora de ciencias naturales.</i>		
4	<i>No pero profesora seria docente, doctor seria... Además que el busca insectos diferentes, y no es doctor que tiene que examinar a personas, no, él trabaja más que todo como científico.</i>		<i>Guessing meaning from context.</i>
5	<i>Científico. Esta respuesta fue respondida por X.</i>		
6	<i>Y fue una estrategia de...</i>		
7	<i>¿Qué estrategia fue, X ?, ¿nos puedes decir?</i>		

8	<i>Bueno esta estrategia... yo me di cuenta porque tiene muchas conexiones con los insectos. Obviamente puede ser un científico porque no puede ser un doctor.</i>		
9	<i>Yo lo deduje por conexiones.</i>		
10	<i>Sí, sí, sí, eso conexiones.</i>		
11	<i>O... Guess the meaning of the word.</i>		

Excerpt 6 shows that, although the student who guessed the meaning of the word “entomologist” said she had made a connection, she probably guessed by discarding the other options as the jobs in *a. doctor* and *b. teacher* cannot be performed with insects, on the other hand, she did not make reference to the word “entomologist” in another text, a previous experience nor any other context. However, it is evident that she is aware of having used a strategy to understand what the word referred to.

In other cases, they answered correctly but simply relied on literal comprehension and did not evidence the use of any of the strategies; if the information was not explicit in the text, it was marked as false, so the answer was correct, but not the justification. This behavior is not considered strategic, as it was not planned.

*Excerpt 7. Dialogue observation (appendix I)*

<i>Turn</i>	<i>Students' speech</i>	<i>Teacher's speech</i>	<i>Strategy</i>
18	<i>Pero Paula, si acá dice “my school”, o sea, “mi escuela”. Podemos poner and “school” nada más.</i>		
19	<i>Bueno entonces yo tacho “Near”.</i>		
20	<i>“Near my” porque “Near my” o sea “mi escuela”</i>		
21	<i>O sea que ella no encuentra en su escuela</i>		
22	<i>Si pero “mi escuela” me estoy refiriendo a mí.</i>		
23	<i>Ah, “and your school.</i>		
24	<i>OK voy a tachar todo y a ponerlo abajo.</i>		

The students in excerpt 7 were trying to decide whether the statement “I only find insects in the yard of my house and the park” from the text “My new hobby” was true or false.

*I started a new hobby this year. My hobby is collecting insects. I’ve always liked insects.*

*They are captivating, and they can be very beautiful. I find insects in many different places such as the yard of my house or the park near my school (...)*

Although the students answered that the statement was false, which is correct, they justified their answer by writing “*and your school*”, showing that they considered the statement as false, only because it was not stated exactly as it was in the text. They were expected to infer that the yard of the house and the park near the school were just examples of some of the different places where the insects are found.

Regarding the relevance of each strategy, drawing simple inferences and guessing meanings from contexts were the most common strategy applied according to the transcripts (see appendix G-M).

*Excerpt 8. Dialogue observation (appendix G)*

<i>Turns</i>	<i>Students’s Speech</i>	<i>Teacher’s speech</i>	<i>Strategy</i>
70	<i>Yo digo que usé una estrategia de, de... Yo lo deduje, lo deduje.</i>		
71	<i>No, ella no sabe mucho de insectos porque aquí dice en el texto “Yo tengo muchos libros para que me ayuden”, o sea que no sabe mucho de insectos, porque tiene un libro que cuando ella no sabe algo lo investiga, entonces sería Falso porque ella no sabe tanto.</i>		<i>Inferring</i>
72	<i>Bueno si, porque además es el nuevo trabajo, o sea ella comienza este año el nuevo trabajo.</i>		<i>Inferring</i>
73	<i>Exacto, o sea que no sabe tanto de los insectos. Entonces es Falso.</i>		<i>Inferring</i>

74	<i>Es falso porque no sabe tanto de insectos. “Because Brenda started a new hobby in this year and have a book about insects to help”.</i>		
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Excerpt 8 shows an example of a situation in which students were able to infer that the writer did not know much about insects from two different clues from the text; not only because she has books to help her, which was the expected answer, but also they related the title (“My new hobby”) and the time the writer has practiced the activity.

On the other hand, activity 3 was much more demanding for the students. The texts and the questions seemed too difficult for the level of the group. However, the students showed a general comprehension of the situations narrated in the text, with very few details.

*Excerpt 9. Dialogue observation (appendix M).*

<i>Turn</i>	<i>Students’ speech</i>	<i>Teacher’s speech</i>	<i>Strategy</i>
53		<i>Por eso ¿cómo comenzó? ¿Fue planeado, accidental o por sorpresa?</i>	
54	<i>Porque estaba trabajando. Fue accidental.</i>		
55	<i>Por eso lo que yo dije.</i>		
56		<i>Sí, pero ¿por qué?</i>	
57	<i>Porque ellos no planearon para hacerse los muertos. En el texto dice que él estaba sentado en su escritorio con una taza de té y viendo hacia no sé qué parte, vió eso y se le ocurrió. Entonces es el a. Ahora vamos para el otro.</i>		

As seen in excerpt 9, although intervention from the teacher was necessary to guide them, they made use of the resources they had to understand, although very roughly, a text that was probably not appropriate for their level.

Also, this activity contained a significant amount of vocabulary exercises, in which students were expected to guess the meaning or the definition of unknown words using clues from the text. Dialogues show that they did not express the exact meaning, but figured out the answers by inferring or discarding, which is still acceptable considering their language level.

*Excerpt 10. Dialogue observation ( appendix L ).*

<i>Turns</i>	<i>Students' speech</i>	<i>Teacher's speech</i>	<i>Strategy</i>
11	8) <i>Hovered</i>		
12	<i>Ya sé cuál es, pero "Hovered" tiene que ver con "Nosy", pasa primero nosy y después "Hovered".</i>		
13	<i>No, mira. "I first started when I was living in London", "cuando estaba viviendo en Londres estaba caminando por una calle de Westminster y estaba dando una noticia una persona que está en la calle, y supuse que fuera a bit Nosy, pero yo <b>Hovered</b> in the background during the interview", o sea, yo sé que es difícil pero aquí dice, "background" es la parte de atrás.</i>		
14	<i>Como que se quedó en la parte de atrás de una calle. "To stay near a place" o "To move away from a place"</i>		
15	<i>Yo creo que es la b.</i>		
16	<i>Yo creo que es "To stay near a place". Se quedó cerca del lugar.</i>		
17	<i>¿Y la b. qué dice?</i>		
18	<i>"Se fue para otro lugar". Si porque mira, aquí dice, como dijo Sofia, que estaban dando una noticia a alguien de la calle y como que él se quedó ahí.</i>		<i>Guessing meaning from context</i>
19	<i>Yo creo que entonces es la c. porque él dice que no se mueve. O sea no dice que no se mueve sino que dice como que "me voy a quedar aquí para chismosear".</i>		<i>Inferring</i>

The students in excerpt 10 were able to guess the meaning of the word “hover” in the context of a person who usually has appearing in the background on television as a hobby. They managed to guess the meaning of a very rare word considering their level, by picturing how the situation must have happened.

Excerpt 11 presents another example in which the students guessed the meaning of the word “reckless” by trying to understand the whole idea and not word by word, as they usually do.

*Excerpt 11. Dialogue observation (appendix M)*

<i>Turns</i>	<i>Students' speech</i>	<i>Teacher's speech</i>	<i>Strategy</i>
<i>1</i>	<i>1. <b>Reckless</b>: a. Extremely irresponsible, b. Very fast, c. Unintelligent</i>		
<i>2</i>	<i>Dice “Some people think it’s dangerous but really it depends on the person. If you are <b>reckless</b> and don’t take precautions then you can have problems”. Ah OK. Es irresponsabilidad.</i>		<i>Guessing meaning from context</i>
<i>3</i>	<i>Creo que es este por lo que acá adelante dice que no da precauciones, ¿tú que dices, X?</i>		
<i>4</i>	<i>Es como irresponsable.</i>		

### 7.3. Test Results

The last activity was taken individually, since it aimed to assess students’ performance and progress after the training sessions. The topic and the type of exercises for this activity were the same; students are asked to read about three unusual hobbies, mark statements in which the information is not explicit as true or false, providing a valid justification for each answer (only justified answers were counted), and choose the correct meaning for unknown words by using context clues (see appendix N).

The results of six students were considered; four of them showing the most interest and commitment to the process, and two of them who are usually very active and participative in class, but showed no interest or will to improve their reading. Also, the same group of students was selected to answer the interview, which aimed to identify their perceptions on the instruction process.

*Excerpt 12. Assessment activity scores*

Student/ Number of correct answers	Group A				Group B	
	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
	8/9	6/9	6/9	8/9	1.5/9	1.5/9

Although the students who committed to the training sessions (group A) did not get perfect scores, they did evidence progress in relation to the students who showed little interest in the strategy instruction (group B) and their own performance before the training sessions. It is important to consider that all the students from both groups have been low-achievers in English language class since primary school, and attend the same basic level class.

#### **7.4. Analysis of the interviews**

The purpose of the interviews was to know the perception of the students in terms of the utility and reliability of the training sessions, as well as the impact that the strategy instruction had on their performance. The interview was conducted with each of the students separately and each of them was required to be as honest as possible and reminded that their answers had no

influence on their scores. The questionnaire contained five open questions that students of both groups were asked to answer in L1 (see appendix O).

When group A students were asked to express what they knew about reading strategies, they all referred to the purpose, by stating that they help to understand the “reading” better.

*Student 2 - Que las estrategias te ayudan a entender más el texto, que a veces cuando tú no entiendes alguna frase o alguna palabra, tú la puedes averiguar mediante estas estrategias que te ayudan a averiguar significados y también te ayudan a que se te sea más fácil la lectura.*

*Student 3 -Son estrategias que nos ayudan al “Reading”, la comprensión de lectura para hacerlo más fácil y para ver el contexto de las palabras.*

Only one of them referred to them as tips or aids.

*Student 1- Son “tips” que podemos usar. También son algunas ayudas para identificar más rápido las palabras de un texto. Hay varias estrategias como “Make connections” que es una en la que puedes hacer conexiones de la que ya sabes con lo que están preguntando en el texto. Hay otra que consiste en “tips” o en ayudas que te está dando para identificar palabras, o como tal, entender mejor el texto con cosas que ya sabes o con unas que vas a aprender nuevas.*

Also, all of them coincided on their usefulness to understand the meaning of unknown vocabulary.

Three of them were able to name them correctly and explain what they consist on. In some cases, it was necessary to ask follow-up questions to confirm the concepts were clear.

*Student 2 - “Connections” conectar lo que tú sabes con el texto. También averiguar o adivinar el significado de las palabras por medio del contexto, e “inferir”, porque como a veces las respuestas no van a salir exactamente como tú quieres pero ahí están.*

*Student 3 - “Infer” “Make connections” ... “Infer” es como cuando algo que ya tú has visto o sentido, relacionarlo con la lectura... Esa es “Make connections”, “Infer” es*



*inferir.*

*Teacher: - ¿Qué es inferir?*

*- Como deducir la palabra.*

*Teacher: - Ok. ¿Cómo infieres algo?*

*- Si hay unas palabras que yo desconozco, veo el contexto, la siguiente palabra o la anterior y la frase, y de ahí puedo deducir de lo que trata esa palabra.*

*Teacher: - Ok. Ese es para los significados de las palabras, es adivinar el contexto. Pero cuando tú hablas de inferir, dices que es como deducir ¿cómo lo haces?*

*- Es como poder definir una palabra que tú no sabes cuál es, entonces son cosas que ya has visto o seguir con el contexto. Una palabra que sientes que ya has visto y por eso es que tu infieres, porque ya sabes lo que dice con lo que tú viste.*

In group B, both students were aware of the strategies having the purpose of facilitating reading comprehension, but admitted not knowing the names or how they work. Both students also acknowledged their low level of involvement in the sessions.

*Student 5- Lo poquito que aprendí, porque no presté casi atención porque estaba hablando mucho, pienso que en parte me sirvió y en parte no me sirvió. ¿Por qué me sirvió? Porque algunas estrategias las utilicé ahí, como la del contexto, que yo puedo saber una palabra y mediante esa palabra yo puedo entender más palabras. Lo demás no lo entiendo, me parece difícil.*

*Student 6 - Bueno, la verdad es que no estaba prestando mucha atención en clase porque a veces me desconcentro y me pongo a hablar con la compañera que tengo al lado y por eso no recuerdo las estrategias. Sé para qué sirven, para ayudarnos con el párrafo, para facilitarlo.*

Regarding the relevance of the initial presentation and modeling session, group A agreed that this stage facilitated the comprehension of what strategies are and what they consist on. Student 1 expressed that the importance of this activity lied on the use of examples and types of questions in which each strategy could be used.

*Student 1- Me ayudó porque cada estrategia estaba explicada y había un ejemplo y un tipo de actividad para llevar a cabo esa estrategia en cada diapositiva, entonces cada*

*estrategia tenía su ejemplo, tenía la explicación, tenía una actividad que puedes hacer para entender mejor esa estrategia.*

For student 2, the usefulness of the activity focused on having the opportunity to confirm her guesses aloud, which might mean that she was not only listening and observing passively as the teacher was modeling the strategies, but also challenging herself to solve the tasks from the beginning of the process.

*Student 2 -Me ayudó, yo digo que más que todo porque yo presté atención. Me ayudó porque pude realizar la idea que yo tenía para ver además si era correcta o no era correcta.*

Student 3 expressed that although she felt lost at the beginning of the modeling session, this helped her understand progressively the purpose of learning the strategies.

*Student 3 - Si, porque al principio cuando estábamos en la primera guía, no entendí casi, o sea, no entendí qué eran las estrategias ni para qué servían, pero con el paso del tiempo, y con el taller que tú nos hiciste, (...)entonces fui entendiendo que esas estrategias me ayudaban a la comprensión de lectura.*

For student 4, it was important for getting familiar with each strategy and the cases in which they could be used.

*Student 4 -(...)Me familiarizó con el tema porque tú decías que “Make connections” sirve para esto, en tal caso.*

About group work sessions, three students in group A highlighted the importance of discussing with peers and collaborating with them to understand the texts better and formulate

their answers, even though in some cases, that understanding came from the necessity to help their partners comprehend the texts.

*Student 1-Pensamos 5 cabezas que es mejor que pensar una sola, y entre todas pudimos ir diciendo qué estrategia era mejor para cada una, y entender mejor las estrategias con el texto y con las actividades que hicimos*

*Student 2 – (...) Si uno socializa uno puede dar aportes a lo que se nos está enseñando, y segundo porque, por ejemplo, tú puedes estar solo haciendo un examen, es diferente a estar en grupo. También yo creo que es para que uno mismo haga el papel de todas las personas que te están diciendo las ideas, y tal vez con esas ideas dar otras ideas.*

*Student 4 -Me di cuenta que no es solamente para entender yo sino para ayudarlo a otras personas, y al explicarle a otras personas tuve que saber exactamente qué era cada uno.*

Also, two of them admitted getting very little cooperation from their groups and one of them expressed that she would rather working alone or at least in pairs.

*Student 3 -Porque es un poco difícil pensar con 5 o 6 cabezas, porque una dice no y otra dice que sí, entonces es muy complicado y me confundía.*

*Student 4 -La verdad fue que yo la hice sola porque realmente mis compañeras no me ayudaron. Cuando lo hice (...) en parejas me ayudó más por lo que tenía más ayuda.*

Although the opinions about the most useful strategy varied, all the students in group A were able to explain the strategy and why they found it more important or easier to use, showing clarity in the concepts and giving valid examples of situations in which they could be used.

*Student 1 - Definitivamente tiene que ser “Make Connections” porque puedes identificar con cosas que ya sabes mucho antes, como programas de televisión o cosas que te dicen personas cuando estás hablando con ellas, y puedes reconocer palabras para entender mejor el texto.*

*Student 2 – (...) Adivinar por contexto el significado de la palabra, (...) o sea que si uno lee las partes de antes y después de la palabra uno puede averiguar lo que significa por*

*medio de las características y uno lo relaciona.*

*Student 3 - (about inferring meanings of unknown words) Si hay unas palabras que yo desconozco, veo el contexto, la siguiente palabra o la anterior y la frase, y de ahí puedo deducir de lo que trata esa palabra.*

*Student 4 -La que más usé fue “Infer” porque yo veía la palabra y decía “no sé qué es esta palabra, voy a leer para atrás, voy a leer para adelante” no entendía que decía, pero infería el significado de la palabra y al final entendía.*

When asked about the aspects that influenced the results of the assessment activity, group B expressed that they had made no effort to improve their reading comprehension and, consequently their performance had no improvement.

*Student 5 – (...)Como en la explicación yo no estaba prestando atención, no me entregué completamente a hacer todo eso y esto me afectó, tanto en el examen como para aprender.*

*Student 6 – (...) por la falta de atención, (...) creo que me fue regular porque había partes que se me dificultaban y había partes que no.*

On the other hand, students in group A attribute their progress to the practice they had in class before taking the test, their level of attention and involvement in the training sessions, and how they managed to help themselves by putting into practice what they had learned during the past sessions.

*Student 1 - Creo que me fue mejor porque ya tenía estos “tips” y ayudas de las estrategias para identificar mejor el texto.*

*Student 2 - Al interés, a la intención que yo tenía. A veces me va mal en la comprensión lectora. Yo quería mejorar eso porque no quería sacar mala nota en el trabajo ese entonces yo estoy cansada de sacar mala nota y quería mejorar.*

*Student 3 - (...) apliqué las estrategias (...) creo que he mejorado en la lectura.*

*Student 4 – (...) ya yo conocía el tema por encimita más o menos, sabía donde se*

*utilizaba pero no los entendía, sabía que eso existe pero no las sabía utilizar. Cuando nos las explicaste, los entendí y los busqué...para el examen fue que ya supe que era y como ayudarme, y por eso me fue mejor.*

## 8. DISCUSSION

The findings obtained from the analysis of each of the instruments applied are consistent with one another and help to determine the impact that the strategy instruction process has had on this group of students so far.

As it was previously stated, becoming a strategic reader takes not only skill, but also will (Littlewood, 1996). Even though all the students had the same training and were given the same opportunities and tools, only those who considered the training as necessary for accomplishing their personal goals in language learning, demonstrated having made the first steps to improve their reading comprehension skills, and their awareness of their responsibility in their learning. This behavior was assumed freely, since participants were told that even though the activities performed were part of the class plan, they would not have an impact on their class performance grade.

Regarding conscious use of the strategies to perform the activities, it was evident in the observations and the interviews, that even though they often failed to name them correctly, encouraging their peers to reread, explaining them with their own words that some information is implicit in the text, expressing their guesses about unknown words, showed their awareness of having adopted a different behavior in order to understand better, instead of just getting frustrated because of the amount of new words, as they usually do. Besides, autonomous and strategic behavior is meant to develop progressively as the process it is (Littlewood, 1996).

In relation to the process, making the strategy instruction explicit and part of the regular lesson planning, and not conducting it as a separate content (Oxford, 1994), seem to have had a positive outcome with the students, as they were not overwhelmed with different topics from

unrelated texts that would have made the sessions overloaded, and probably less meaningful for them. There was no need to spend time setting a different context, and even though the students were aware of being doing something unusual in the class, it seemed natural, as they were expanding the vocabulary of the unit (hobbies). On the other hand, getting a new text about the same topic every class might have made the students gain confidence progressively as they were getting more and more practice, since they never complained of having to read so many times about the same topic.

Another positive outcome came from focusing on particular goals, instead of engaging in a large-scale project including all types of strategies (Oxford, 1994). Having students focus on compensatory strategies, such as guessing meanings from context, which addresses problem-solving situations and improve confidence to control L2 (Easterling-Adams, 2009; Zimmerman & Hutchins, 2003 ; Harvey & Goudvis, 2007) and simple cognitive strategies such as making connections, which makes reading meaningful, and inferring, which helps them cope with one of the main difficulties that the group evidences during reading activities, facilitated getting students to appreciate strategic behavior as necessary and valuable (Paris et al., 1983).

Finally, regarding students' performance and perceptions, the students seemed to benefit from each of the stages of the training session, as presentation and modeling were key aspects for encouraging students to imitate strategic behavior and experience it subsequently (Cheng & Deng, 2008). Permanent interaction through group work also played a significant role in facilitating students' comprehension on how and why strategies should be used (Paris et al., 1983), since their understanding facilitated cooperating with others and in some cases, becoming responsible for the group, as they expressed in the interviews. As it was previously stated by Zhang and Wu (2009), it is strategic behavior what keeps good learners ahead of their peers.

It is important to take into consideration that time was one of the main constraints the study encountered, since students should have probably performed more comprehension activities before taking a test. However, the ages of the students do not facilitate their disposition for long hours of training. On the other hand, the training was implemented within a language course at a school, where other skills and contents need to be covered, which reduces time for teachers to address the students' needs on specific skills.

Other aspect to keep in mind is that although think-aloud and dialogue observations are widely used in reading process research, often learners fail to report or evidence all the strategies they use (Salataci & Akyel, 2002). Also, the strategy instruction was conducted with 20 students group that was divided into smaller groups with the purpose of facilitating thinking-aloud to the students. This implied monitoring the work of different groups at the same time, sometimes neglecting sufficient scaffolding to each of them. Smaller groups should be considered for better results.



## 9. CONCLUSIONS

The present study aimed at analyzing how reading skills in basic level students can be affected by the implementation of strategy instruction, for which it intended to describe a suitable instruction process for a group of low-achieving sixth graders as well as their performance and perceptions on the impact of such training on their reading comprehension.

The training was given to 20 students, among which 6 of them were selected as the target group, taking only into account their attitude and response to the training, having being four of them actively engaged in the process, and two of them not showing interested in receiving the instruction, in order to keep the objectivity in the data obtained.

The strategy instruction consisted on explicitly teaching three selected strategies, considering the needs of the group, by explaining them, modeling their use and providing sufficient practice and scaffolding as the students were becoming more conversant with them. The sessions included whole-class activities at the initial stages and small group work, where students were required to read different texts about the topic of the unit they are currently studying, and discuss and answer comprehension questions, as well as the strategies needed for such purpose. The training concluded with an individual assessment activity, in which the four students who were willing to participate in the instruction obtained significantly higher scores over the two students who showed no commitment to the activity.

Although strategic knowledge and behavior are developed progressively, and constant practice is still required, class and dialogue observations evidenced the use of the strategies taught and the interest and motivation of the selected students to continue the process, which might lead to motivating other students to enroll in the activities.

The students who benefited from the study expressed positive opinions about the process and pointed out the usefulness of strategy use, and acknowledged the impact of the strategy instruction on their progress.

Some of the implications for the context of the study are related to the nature of the reading curriculum. Although a set of strategies to be taught per grade is included, these are selected according to the complexity level and not the purpose of the texts, deducting the relevance they must have for learners in order to be consciously applied. Also, it should imply more than having students practice individually in class and reviewing the answers together; sufficient exposure, commitment to build students motivation, and discussion of texts in class proved to be needed for helping students become better readers (Stoller et al., 2013). Finally, the training process evidenced that even if teachers are not expected to be experts or having special studies on how to teach reading, being conversant with current reading theories and techniques is imperative (Nash-Ditzel, 2010) for the success of the strategy instruction, as only teachers who are strategic readers themselves can motivate and promote strategic behavior from their own experience and success.

The implementation of more extensive strategy instruction at lower-secondary school levels is suggested for further research, as well as the impact that strategic reading on self-study and the development of school autonomy in low-achieving students.

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## **APPENDICES**

## Appendix A. Lesson Plan

**LESSON PLAN**

Name of the teacher: Lucía García Consuegra

Class / grade: 6<sup>th</sup> Basic

Number of students: 20

Average ages of Students: 9-11

Unit/Topic : What do you do in your free time?

Level of students: Basic

Allotted time: 3 sessions of 90 minutes

**Target goal:** Development of reading skills

**Specific objectives:**

- Students should be able to identify and use reading strategies according to the task.
- Students should be able to guess the meaning of unknown words by using context clues.
- Students should be able to relate texts to prior knowledge or experiences.
- Students should be able to infer simple implicit information from short texts.

**Assumed Knowledge:** vocabulary about hobbies, present simple, present continuous, past simple.

**Description of language item / skill:** Reading Comprehension and Application of reading strategies

**Materials:** slides presentation, worksheet 1 “Unusual Hobbies”, worksheet 2 “My new hobby”, worksheet 3 “Weird hobbies”

**Rationale for topic area / materials used:**

The topic for these lessons was selected with the purpose of keeping a consistency with the topic of the unit the students are currently studying, which provides an appropriate context for the language form the students are reviewing (present simple). The materials were designed taking into account that students need to be introduced to reading strategies, since this is the weakest skill in the group.

Reading strategies are supposed to be taught explicitly, so that learners are aware of their usefulness to become better readers and the importance of choosing the appropriate one according to the task. Considering this, they will be constantly modelled by the teacher and practiced by the students lesson after lesson. Finally, the students will perform an assessment activity individually.

Class Stage	Objective	Activities students will perform and teacher's procedure	Materials	Allotted time
Presentation	Students should be able to identify and use reading strategies according to the task.	<p>The teacher will ask students about the definition of the word <i>strategy</i> and write the students' brainstorming on the board.</p> <p>The teacher will explain the students what reading strategies are.</p> <p>T will explain what <i>making connections</i>, <i>inferring</i> and <i>guessing meanings from context</i> consist on, model the use of the strategies with examples that SS will read on slides, and explain when they can be used.</p>	PowerPoint presentation about reading strategies (guessing meanings from context, inferring and making connections), examples and exercises.	<p>5'</p> <p>15'</p>
Practice	<p>Students should be able to guess the meaning of unknown words by using context clues.</p> <p>Students should be able to relate texts to prior knowledge or experiences.</p> <p>Students should be able to infer simple implicit information from short texts.</p>	<p>T will explain to SS that they are expected to put into practice the strategies modelled by reading about the hobbies of three different people. T will elicit the hobbies they are going to read about by encouraging them to look at the pictures in the text.</p> <p>SS will read a paragraph about</p>	PowerPoint presentation about reading strategies (guessing meanings from context, inferring and making connections), examples and exercises. Worksheet containing the exercises on the presentation for individual	<p>5'</p> <p>15'</p>

		<p>underwater photography individually. T will read the paragraph aloud and model how to guess the meaning of the words in boldface by asking questions to SS until they guess it. T will have the students express how they guessed.</p> <p>T will have students help her decide whether some statements about the text are true or false and express how they know or what parts of the text help them answer correctly. As they do it, T will constantly remind them the strategy they are using and when they can use it.</p> <p>T and SS will repeat the same procedure to guess the vocabulary and answer the “true or false?” questions about two more paragraphs; one about baking chocolate sweets and one about taking care of an uncommon pet.</p> <p>Students will evaluate the class in terms of their feelings and impressions on the activities performed.</p>	<p>reading.</p>	<p>15’</p> <p>30’</p> <p>5’</p>
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Class Stage	Objective	Activities students will perform and teacher's procedure	Materials	Allotted time
Practice	Students should be able to identify and use reading strategies according to the task. Students should be able to guess the meaning of unknown words by using context clues. Students should be able to relate texts to prior knowledge or experiences. Students should be able to infer simple implicit information from short texts.	<p>T will ask SS about the reading strategies studied during the last session: what they consist on and when they are used.</p> <p>SS will gather in groups of 4 and read the text "My new hobby", which was the same text SS read in the last exam they took and failed. They will be asked to answer the comprehension questions together and say what goes through their mind as they do it. T will explain that they are expected to help one another understand how they managed to get the correct answer. SS will record their think-aloud protocols.</p> <p>SS will report to the class their experience in the groups, share their answers as a whole class and explain what they did to get them. T will help SS identify and relate the techniques they used as strategies.</p> <p>Students will evaluate the class in terms of the positive aspects and</p>	Worksheet containing the text "My new hobby", statements to mark as true or false and vocabulary questions.	<p>10'</p> <p>45'</p> <p>30'</p> <p>5'</p>

		challenges they encountered while performing the activities.		
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Class Stage	Objective	Activities students will perform and teacher's procedure	Materials	Allotted time
Practice	Students should be able to identify and use reading strategies according to the task. Students should be able to guess the meaning of unknown words by using context clues. Students should be able to relate texts to prior knowledge or experiences. Students should be able to infer simple implicit information from short texts.	T will welcome students and explain the instructions for the activities of the class.	Worksheet containing the text "Unusual hobbies" for students to match the name of the hobbies with people's stories.	10'
		SS will gather in groups of 4 and read a text with people talking about their weird hobbies and decide which person is talking about each of the hobbies mentioned. SS will answer multiple choice and vocabulary questions. They will be asked to answer the comprehension questions together and say what goes through their mind as they do it. T will explain that they are expected to help one another understand how they managed to get the correct answer. SS will record their think-aloud protocols.		45'
		SS will report to the class their experience in the groups, share their answers as a whole class and explain what they did		30'

		<p>to get them. T will help SS identify and relate the techniques they used as strategies.</p> <p>Students will evaluate the class in terms of the positive aspects and challenges they encountered while performing the activities.</p>		5'
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Appendix B. Presentation

# Reading Strategies Overview

Basic Level

## BRAINSTORM:

What is a strategy?

What do you think are reading strategies?

## Making connections

- Previous knowledge
- Text to self
- Text to text
- Text to world

## No hard feelings here.

Don't always believe what you see on the internet. Despite a little falling out on Twitter between Louis Tomlinson and Zayn Malik, one of the other One Direction boys is here to reassure us that they're all still good friends and their relationships had nothing to do with why he left the band. When Capital FM caught up with Liam Payne (AKA the dad of the group), he told everyone what's really going on with the situation.

"He had to do what he had to do really, for himself. So, you know it's fine we're just gonna carry on doing what we're doing. We're all still great mates and I know it's difficult for people to see and whatever but we wish him all the best wherever he goes. So, we'll just have to wait and see what happens," he said.

See? They're "still great mates" and there were no bad vibes between the bandmates that made Zayn leave. According to Liam, it really came down to the fact that he wasn't happy, and he wanted to spend more time with his fiancée, Perrie Edwards.



## Guess the meaning from context

- The context is the information before and after the word you don't know.
- Think: what part of speech is this word? (noun? adjective,?, verb?adverb?)
- Replace the word for an easier one that makes sense.

Read the sentence. What is the meaning of huge?

- My uncle's house is huge. It has 10 bedrooms, 5 bathrooms and 2 swimming pools!



### Read the sentence.

British teenagers Nina and Carl, decided to take vacations in Australia last summer. When they surfed the net, they found Air Canada Tickets to Sidney for £740.

What word in the text means look for something on the internet?

### Read the sentence.

- The Dubai Mall's SEGA Republic is the first indoor park in the area.

What word in the sentence means inside a building?

### Make simple inferences.

- Pay attention to details that can help you understand information that is not explicit.
- Think about different ways to express the same idea.

### True or False? Justify your answer.

- California is a fantastic place—from its golden beaches and golden flowers to its famous film studios and Hollywood actors.

California is far from the ocean ( )

### True or False? Justify your answer.

- The name *California* comes from a book from 1510, *The Exploits of Esplanan* by the Spanish writer Garcí Rodríguez de Montalvo. One of the characters in the books is Queen Califa, the queen of an imaginary land with strange animals and gold.
- Queen Califa was a real queen ( )

Let's practice!

## Read about 3 unusual hobbies



## Unusual hobbies

Ethan has a camera and he enjoys taking photos. But it's an unusual camera: it can take photos under water. Ethan lives near a beach in Florida, in the United States. He likes swimming and taking photos of the fish in the water. There are lots of **colourful** fish in the water: blue, red, orange and yellow fish. He has hundreds of photos of them! His little brother James has a camera too, but he can't swim.

## True or False?

1. Ethan's camera works in the sea.
2. Ethan is learning to swim.
3. James takes photos under the water too.

TRUE	FALSE	IT DOESN'T SAY
X		
	X	
	X	

## Unusual hobbies

Abbie enjoys **looking after** a pet. Her pet's name is Albert. Albert is very friendly and he likes watching TV with Abbie and her family. Abbie says, 'Albert's favourite TV programmes are documentaries about small animals. That's because he likes eating small animals.' Albert is only six years old, but he is about 150 centimetres long and **weighs** about one and a half kilos.

## True or False?

1. Albert likes hanging out with Abbie and her family.
2. Albert eats a small animal every day.
3. Albert is a six-year-old snake.

TRUE	FALSE	IT DOESN'T SAY
X		
		X
X		

## Unusual hobbies

Laura and Mia are friends and they have the same hobby - chocolate! They like making chocolates for their families and friends: chocolate eggs at **Easter**, chocolate animals for birthday presents, chocolate balls for the Christmas tree, chocolate with nuts, milk chocolates and white chocolates. They make chocolate cookies too. Mia makes the chocolate in a big **bowl** and Laura makes the cookies. Laura says, 'We don't eat chocolate every day, but everybody enjoys our hobby!' Mia also loves making cakes for people's birthdays, but Laura doesn't. She thinks it's too hard to make a nice cake.



## Unusual hobbies

Laura and Mia are friends and they have the same hobby - chocolate! They like making chocolates for their families and friends: chocolate eggs at Easter, chocolate animals for birthday presents, chocolate balls for the Christmas tree, chocolate with nuts, milk chocolates and white chocolates. They make chocolate cookies too. Mia makes the chocolate in a big bowl and Laura makes the cookies. Laura says, 'We don't eat chocolate every day, but everybody enjoys our hobby!' Mia also loves making cakes for people's birthdays, but Laura doesn't. She thinks it's too hard to make a nice cake.

## True or False?

1. Laura and Mia sell their chocolates to friends.
2. Mia eats chocolate every day.
3. Laura doesn't enjoy making cakes for people.

TRUE	FALSE	IT DOESN'T SAY
		X
	X	
X		

## Reading Strategies Practice

Please do the reading activity and  
while you do so, try to say  
everything  
that goes through your mind

Appendix C. Worksheet 1



Colegio La Enseñanza • Barranquilla  
ORDEN DE LA COMPAÑIA DE MARÍA NUESTRA SEÑORA

ENGLISH: Reading Practice Worksheet

Time: 20'

Student: \_\_\_\_\_ Grade: 6th

Level: Basic Teacher: L. García, K. De la Hoz 2<sup>nd</sup> Quarter

Goal: To put into practice reading strategies

# Unusual Hobbies

Read about 3 unusual hobbies. Decide if the statements are true or false or if the text doesn't say.



**Ethan** has a camera and he enjoys taking photos. But it's an unusual camera: it can take photos under water. Ethan lives near a beach in Florida, in the United States. He likes swimming and taking photos of the fish in the water. There are lots of **colourful** fish in the water: blue, red, orange and yellow fish. He has hundreds of photos of them! His little brother James has a camera too, but he can't swim.

1. Ethan's camera works in the sea.
2. Ethan is learning to swim.
3. James takes photos under the water too.

TRUE	FALSE	IT DOESN'T SAY

**Abbie** enjoys **looking after** a pet. Her pet's name is Albert. Albert is very friendly and he likes watching TV with Abbie and her family. Abbie says, 'Albert's favourite TV programmes are documentaries about small animals. That's because he likes eating small animals.' Albert is only six years old, but he is about 150 centimetres long and **weighs** about one and a **half** kilos.

1. Albert likes hanging out with Abbie and her family.
2. Albert eats a small animal every day.
3. Albert is a six-year-old snake.

TRUE	FALSE	IT DOESN'T SAY

**Laura** and **Mia** are friends and they have the same hobby – chocolate! They like making chocolates for their families and friends: chocolate eggs at **Easter**, chocolate animals for birthday presents, chocolate balls for the Christmas tree, chocolate with nuts, milk chocolates and white chocolates. They make chocolate cookies too. Mia makes the chocolate in a big **bowl** and Laura makes the cookies. Laura says, 'We don't eat chocolate every day, but everybody enjoys our hobby!' Mia also loves making cakes for people's birthdays, but Laura doesn't. She thinks it's too hard to make a nice cake.

1. Laura and Mia sell their chocolates to friends.
2. Mia eats chocolate every day.
3. Laura doesn't enjoy making cakes for people.

TRUE	FALSE	IT DOESN'T SAY

*Class Observation*

<b>Objective:</b> To describe the reading strategy instruction process and students' performance.			
<b>Presentation and modelling session</b>		Date: April 28th, 2016	Group: 6 <sup>th</sup> Basic (20 students)
<b>Turn</b>	<b>Teacher's speech</b>	<b>Students' Speech</b>	<b>Strategy Instruction steps</b>
1	What do you remember from yesterday? What were we talking about?		Elicit declarative knowledge?
2		The reading strategies.	
3	And what are the reading strategies?		Elicit declarative knowledge
4		Predict, Topic...	
5	No, no. Those are examples. But, what are the reading strategies?		Feedback
6		Is a "help".	
7	It's something that you use to help...		Scaffolding
8		...To read a text.	
9	Ok, help. What else? They are aids or help. Things you do to make you understand reading. What is a strategy?		Scaffolding Elicit declarative knowledge
10		A topic, help, tips.	
11	Vane, what was the word that you used yesterday?		Elicit declarative knowledge
12		Recommendations.	
13	Yes, recommendations. We said that they were techniques and methods to understand the reading. Ladies! It is important that you put your exams away, because we need to concentrate in this right now, so put your exam away. Now, what were some of the strategies that we talked about yesterday?		Feedback  Elicit declarative knowledge

14		Skimming	
15	We talked about Skimming, and what is skimming, Vane?		Elicit declarative knowledge
16		It's the topic.	
17	Ok, it's the topic. It's to identify the topic. So Vane, you were saying that Skimming is for identifying the topic?		Feedback Elicit declarative knowledge
18		And the principal idea	
19	The main idea, the topic sentence or the main idea.		Feedback Elicit declarative knowledge
20		To identify what the text is about.	
21	And what was the other strategy that we talked about?		Elicit declarative knowledge
22		How do you say in English the "título"?	
23	The tittle! Yes, the title. We said that with the title, aparte del título, leemos las primeras ideas, ¿qué otra cosa leemos?		Scaffolding Elicit declarative knowledge
24		La mitad.	
25	La mitad, el final, etcétera. And what was the other strategy?		Elicit declarative knowledge
26		Predict.	
27	Predicting and make...?		Scaffolding
28		Make the ideas.	
29	Make connections.		Scaffolding
30		Make connections with the text.	
31	You make connections.		Scaffolding
32		And you know about the text.	
33	Exactly. Listen, yesterday I told you that we activate the previous knowledge. Paula, what is "previous knowledge"?		Feedback Elicit declarative knowledge

34		¿Previas noticias?	
35		“Conocimientos previos”	
36		Make “before ideas”.	
37	Si, “conocimientos previos”. ¿Para qué?		Elicit declarative knowledge
38		By the reading of the text, you see that little words you know, and with this I...	
39	Isa. You can say it in Spanish for today.		
40		Que desde ahí, vas sacando todo lo que vas entendiendo, con las pocas palabras que entiendes. Cuando ya entiendes esas pocas palabras, sean muchas o pocas, ya vas a saber qué es lo que dice el texto, y también por el título. Si tú sabes las palabras del título en sí, tú ya vas a saber el resto.	
41	Vane?		
42		Make topic before the text.	
43	Sí. Saber el tema antes de leer el texto. ¿Sofía?		Feedback
44		It's knowing about the text without reading.	



45	<p>Without reading or before reading. So, as you said, we think about the previous knowledge. Remember this? Ayer cuando veíamos esto, ustedes hablaban de qué sabían ustedes de eso, de que es una banda, de que se fue un miembro, de que la relación está bien entre ellos y todas esas conexiones las hicimos por lo que ya sabemos de One Direction, sin haber leído el texto. Podemos hacer otros tipos de conexiones. Yo puedo conectar el texto con algo que me paso a mí, y digo: “me están hablando así como cuando a mí me paso tal cosa”.</p> <p>“Text to text” significa que yo puedo conectar el texto con otra cosa que ya yo leí, otro texto o “text to world” que significa que yo puedo conectar ese texto con el mundo, con algo que está pasando a mi alrededor. Cuando digo el mundo puede ser cualquier cosa.</p> <p>Yesterday, ladies, we said that when you were reading this text...you told me that the main idea of this text was what?</p>		<p>Feedback</p> <p>Explain strategy</p>
46		“Morning walk is good for your health”	
47	<p>Exactly. “Morning walk is good for your health” is the main idea, the most important idea. ¿Por qué no es esta de acá? “It augments the flow of oxygen in blood and releases a lot of stress” pero no es la idea mas importante. Esta ahí, y si, aparte de todo nos ayuda a eliminar el estrés, pero no es la más importante. ¿Cuál es la que encierra todas las demás? “Que es bueno para la salud” “For the health”</p>		<p>Feedback</p> <p>Modelling</p>
48		Porque ella dice que ante todo es el fin de hacer ejercicio.	
49	<p>“It augments the flow of oxygen in blood and releases a lot of stress” pero no es la idea mas importante. Esta ahí, y si, aparte de todo nos ayuda a eliminar el estrés, pero no es la más importante. ¿Cuál es la que encierra todas las demás? “Que es bueno para la salud” “For the health”, y “the morning walk” esa no es.</p>		<p>Modelling</p>

50		Esa no es la idea completa.	
51	Exactamente. Ok. “Scanning” is about finding specific things. Encontrar cosas específicas, información específica. Por ejemplo, if the text is about Shakira, and one of the questions is “where is Shakira from?” ¿Yo tengo que leerme todo el texto?		Explain strategy Modelling
52		¡No!	
53	Si me están preguntando de dónde es, ¿qué debería buscar en el texto?		Modelling
54		Por context.	
55	Si pero, ¿qué debo buscar? ¿Cómo va a aparecer eso en texto?		Modelling
56		Specific information. The principal word. “Shakira is from...” tal sitio.	
57	Ok. ¿Entonces qué palabra estoy buscando yo?		Modelling
58		Países.	
59	Estoy buscando un lugar, una ciudad, un país.		Feedback
60		A place	
61	A place! Very good. Entonces yo no me voy a poner a leer todo eso, yo simplemente voy a buscar “a place”, and that will be Barranquilla or Colombia or whatever. Es lo primero que tengo que pensar. Si me preguntan “When was Shakira born?” ¿Cuándo nació Shakira?		Feedback Modelling
62		¡Un número!	
63		Numbers!	
64	Numbers! Very good. Eso es “Scanning”. So, look at these questions. In what country is the Dubai Mall? I’m going to show you the paragraph and you are going to tell me. Do you know what a Mall is? Give me an example of a Mall.		Feedback
65		Buenavista.	
66	Very good. So, if I ask you in what country is the Dubai Mall, you are going to find the country here.		Feedback Modelling
67		In the United Arab Emirates.	
68	The United Arab Emirates, ese es el país. Now, how many shops does the Dubai Mall		Modelling

	have?		
69		It has more than “mil doscientos” shops.	
70	How do you say “mil doscientos”?		Scaffolding
71		One thousand two hundred.	
72	Okay, and how many Cafés?		Modelling
73		One hundred and sixty	
74	And we haven’t read the text. No hemos leído el texto ¿cierto? ¿Para qué creen que nos sirve “Scanning”?		Modelling Elicit declarative knowledge
75		Predict.	
76	What is this useful for? When can we use that?		Explain strategy
77		It’s for you to identify the words fast	
78	Identify information quickly. What kind of information?		Feedback Explain strategy
79		Small, answers.	
80		Specific and the more principal with the context.	
81	Ok, so specific information.		Feedback
82		Teacher, it is for identifying the words in the text, the most important.	
83	Ok. The most important specific information. Now we also have “Guessing meaning from context”. What is “guessing”?		Feedback Explain the strategy
84		Sacar significados del context.	
85	Teacher: “Guess” means “adivinar”, Ok? Es como si lo fuera a adivinar realmente. Pero si, Vane, eso es, sacar el significado del contexto. Ahora, what is the context?		Feedback Explain the strategy
86		Is the information before and after the word you	

		didn't know.	
87	Is the information before and after the word you didn't know, exactly. Es lo que esta antes y después de la palabra que tú no sabes. For example, Sofia, "My uncle's house is huge. It has 10 bedrooms, 5 bathrooms and two swimming pools", what is "huge"?		Explain the strategy Modelling
88		It's a mansion.	
89		Big, big.	
90	Huge means "very, very big". Alguna sabía el significado de "huge"?		Modelling
91		No! (overlapping)	
92	¿Necesitamos el diccionario para eso? No, ¿y cómo supimos qué era "huge"?		Modelling
93		Because of the sentence before the word, because of the characteristics of the house.	
94	Exactly. In this case the context is the characteristics of the house. Lo que está después, nos está indicando que "huge" debe ser grande.		Modelling
95		Guess the meaning of the context. In this case the "context" is lo que yo sé del texto.	
96	No, Isa, si yo no sé qué es "huge" y nunca en mi vida he visto la palabra "huge", la estrategia se trata de que yo no necesito tener un diccionario, en la vida real nadie lee con un diccionario al lado, la estrategia se trata de que yo puedo adivinar el significado teniendo en cuenta las pistas que me da el contexto, en este caso ¿cuáles son esas pistas?		Explain strategy
97		Como yo no sé qué es "huge" miraría las palabras que están en la misma oración.	
98	Exacto, todo lo que está alrededor de "huge" es el contexto. Entonces yo digo: Si tiene 10		Modelling

	bedrooms, 5 bathrooms, 2 swimming pools, entonces... Paula?		
99		What is the meaning of “huge”?	
100		You guess the meaning by the context.	
101	Si, pero Paula pregunta, what is the meaning of “huge”? Paula: “My uncle’s house is huge. It has 10 bedrooms, 5 bathrooms and two swimming pools”. ¿Qué crees tú si la casa tiene 10 habitaciones, 5 baños, 2 piscinas, esa casa debe ser...?		Scaffolding
102		Very big.	
103		It’s a penthouse.	
104	It’s a penthouse, OK, y los penthouse son ¿qué? Denme un sinónimo de huge		Modelling
105		Big!	
106	“Huge es “big”.		
107		Teacher, the characteristics are always in the text?	
108	Usualmente están. Si no están entonces el texto está demasiado difícil para ti. De eso se trata esto. Es para que tú identifiques cuales son las palabras que no conoces. Para eso es que estamos haciendo esto, para que tu aprendas a identificar que si están ahí, solo que tu no las has visto. Ok, so “British teenagers Nina and Carl decided to take vacations in Australia last summer. When they surfed the Net they found every kind of ticket to Sydney for 740 pounds. What word indicates me what is “surfing on the internet”, ¿qué palabra significa buscar algo en Internet aquí?		Explain Strategy  Modelling
109		Surf the Net.	
110	Surf the Net. ¿Cómo sabes qué es eso?		Modelling
111		Surfeando en la Internet	
112	¿Cómo decimos en español? ¿En español decimos “Surfear”?		Modelling
113		No. Decimos “navegar”.	

114	¿Qué es surfear?		Modelling
115		Pasar encima de las olas.	
116	Es un deporte, Ok, pero como aquí me están hablando de que encontraron tiquetes a Sydney por \$740, me hablan de “The Net”, puedo deducir fácilmente que “Surf the Net” significa...		Modelling
117		Buscar en Internet los tiquetes y comprarlos en Internet par air a Sydney.	
118	Bueno, ahí ¿qué estrategia aplicaste? Eso que acabas de decirme, ¿qué estrategia es?		Confirm understanding
119		Guessing meaning from context	
120		Make connections	
121	Make connections. ¿Qué conectaste? Lo que sabías.		Confirm understanding
122		Lo que sabía. Conecté lo que sabía, que me habías enseñado antes con lo que estamos leyendo ahí.	
123	Exactamente, eso es una conexión. “The Dubai Mall Siga Republic is the first indoor park in the area.” ¿Qué palabra aquí significa “dentro de un edificio”, “inside a building”?		Feedback Modelling
124		Indoor.	
125	Indoor. Very good. Ahora, ¿alguien sabe qué es una inferencia?		Feedback Explain strategy
126		Una inferencia es como sacar lo mayor de lo menor. Es como cuando tú sabes que es algo, pero no sabes la palabra que es. Es buscar	

		información relacionada con el texto.	
127	Señoritas, inferir es extraer información que no está literal, que no está explícita en el texto, no se ve a simple vista. Esta ahí pero uno dice “Teacher pero es que el texto no dice”, no, el texto si dice, solo que no te está diciendo exactamente lo que es pero ahí está.		Explain strategy
128		O sea, ahí puede decir que mi papa es un narcotraficante y yo no sé.	
129	Bueno, puede decir que tu papa trafica drogas a otros países, que tu papa exporta cocaine y etcétera, y después te preguntan: Verdadero o Falso, ¿el papa es narcotraficante?		Explain strategy
130		True!	
131	¿Ahí dice que es narcotraficante? No, pero me están dando otras cosas que dan a entender que el papá es narcotraficante.		Explain strategy
132		Ah con razón es que eso siempre me sale malo.	
133	Entonces para inferir lo que hacemos es que pensamos en una manera diferente de decir exactamente lo mismo.		Explain strategy
134		La idea no cambia.	
135	Exacto. La idea está ahí pero está dicho de otra manera.		Explain strategy
136		O sea no sale lo que uno quiere que salga, pero ahí está.	
138	For example: California is a fantastic place, from its golden beaches and its golden flowers, to its famous film studios and Hollywood actors. The statement is: California is far from the ocean. True or False?		Modelling
139		FALSE.	
140	How do you know that?		Modelling
141		Because the text says “California	

		is a fantastic place from its golden beaches...”	
142	Exacto. No me dicen California está lejos de la playa, no me tienen que decir eso. Tú ya sabes eso.		Modelling
143		And California has a beach.	
144	¿Entonces esa estrategia cuál es?		Confirm understanding
145		Make connections.	
	Make connections. Ya tú sabes que California si tiene playa, por lo tanto ya sabes que eso es falso. Después infiero y digo “bueno pero ahí me están diciendo golden beaches así que no puede estar lejos del océano si tiene playa” ahí no dice “California está lejos del océano” pero lo puedo deducir. “The name California comes from a book of 1510, The Exports of the Spanish, by a Spanish writer. One of the characters in the book is Queen Califia, the queen of an imaginary land with strange animals and gold” The statement is “Queen Califia is a real queen” Is Queen Califia real or not?		Modelling
146		No.	
147		False.	
148	¿Cómo sabes que es False?		Modelling
149		Porque ahí dice “imaginary”.	
150	Exacto, te están diciendo que uno de los personajes en el libro es Queen Califia. Si es un personaje de un libro, ¿es real o no?		Feedback Modelling
151		No. False.	
152		¿No pero que tal que el texto llegue hasta ahí hasta lo del libro?	



153	<p>Ah bueno. Si llega hasta ahí hasta lo del libro, entonces todavía no lo sabemos, pero esta pista de que la tierra de donde ella era reina es una tierra imaginaria hace que por lo tanto la reina sea imaginaria. Very good Diana.</p> <p>So, this time we are going to practice but you are going to tell me what is the strategy that you need to use to answer the question. I'm not going to tell you. Take one paper and pass it on.</p> <p>Ok. We have three unusual hobbies here.</p> <p>First, let me ask you something. ¿Qué piensan ustedes de qué se tratan esos hobbies? ¿Qué recuerdan?</p>		<p>Modelling</p> <p>Confirm understanding</p> <p>Elicit making connections</p>
154		<p>Make cookies, make cakes, surfing, save wild animals.</p>	
155	<p>Do any of you do any of these activities?</p>		<p>Elicit making connections</p>
156		<p>No.</p>	
157		<p>Love animals.</p>	
158	<p>Does anyone have a pet?</p>		<p>Elicit making connections</p>
159		<p>I have two pets.</p>	
160	<p>What type of pet? Is it a dog?</p>		<p>Elicit making connections</p>
161		<p>Yes, a dog and a turtle.</p>	
162	<p>A turtle is a very unusual pet because the majority of people have dogs or cats, yes.</p>		<p>Elicit making connections</p>
163		<p>¡Un loro!</p>	
164	<p>A parrot. And you Paula?</p>		<p>Elicit making connections</p>
165		<p>I have a dog, a cat, turtle, fish.</p>	
166	<p>Ok. Do you know anyone who likes baking?</p>		<p>Elicit making connections</p>
167		<p>Teacher I do baking!</p>	
168	<p>¿De qué te acordaste tú, Vane?</p>		<p>Elicit making connections</p>
169		<p>Baking tools.</p>	
170	<p>Very good Vane, that is a...</p>		<p>Elicit declarative knowledge</p>

171		Connection!	
172	What hobby do you think this is?		Elicit making connections
173		Take photos underwater.	
174	Take photos. Now everybody read “Ethan...” in silence. Only Ethan. Has everybody finished? Valentina read out, please.		
175		<b>Ethan</b> has a camera and he enjoys taking photos. But it's an unusual camera: it can take photos under water. Ethan lives near a beach in Florida, in the United States. He likes swimming and taking photos of the fish in the water. There are lots of <b>colorful</b> fish in the water: blue, red, orange and yellow fish. He has hundreds of photos of them! His little brother James has a camera too, but he can't swim.	
176	Ok. So, if I read this text, I may find words like for example “colorful”...		Modelling guessing meanings from context
177		Es “colorido”.	
178	It says: “There are lots of colorful fish in the water, blue, red, orange and yellow fish” What kind of word is “colorful”? ¿Es un verbo?		Modelling guessing meanings from context
179		No.	
180	¿Es un sustantivo? Is it a noun?		Modelling

			guessing meanings from context
181		No. It's an adjective.	
182	¿Cómo sé que es un adjetivo?		Modelling guessing meanings from context
183		Because it's a characteristic.	
184	Because it's talking about the characteristics of fish. Todas estas pistas me ayudaron a deducir qué significa "colorful". ¿Cuáles son las pistas?		Modelling guessing meanings from context
185		Red, orange and yellow. The context	
186	Si, Isabella pero dime cuál fue el contexto.		
187		Teacher the text is... The fish in the water is the context. Blue red and yellow is a quality of these fish.	
188	Ok. Primero que todo ¿sé que es un adjetivo porque me están hablando de qué?		Scaffolding Modelling guessing meanings from context
189		Del sustantivo. Del noun.	
190	"Blue, red, orange and yellow fish" son colores que me están indicando que "colorful" significa...		Scaffolding
191		Colorido	
192	Very good. Now, True or False: "Ethan's camera works in the sea"		Feedback Modelling inferring
193		False	
194		True	
195	True, Manuela. You can say it in Spanish, its ok. ¿Cómo sabes que es Verdadera?		Modelling inferring
196		El texto.	
197	Ok. ¿El texto dice en alguna parte que la		Scaffolding

	cámara de Ethan funciona debajo del agua? ¿Dónde lo dice?		
198		"I can take photos underwater"	
199	Manuela, dime en español qué dice. Traduce si quieres.		Scaffolding
200		"It can take photos underwater"	
201	"Ethan's camera works in the sea" esas palabras tal cual, textuales, están en alguna parte en el texto? No, pero ¿cómo lo deduces?		Scaffolding Modelling inferring
202		Because you can take photos in the water and swimming pool.	
203	Aquí dice que la cámara funciona bajo el agua, pero si Ethan puede tomar fotos en el agua, es porque la cámara funciona en el mar. Ok. Number 2: "Ethan is learning to swim"		Modelling inferring
204		Yes teacher, its True because...	
205		No it's false, because it says Ethan loves to swim.	
206	¿Cómo saben que Ethan sabe nadar?		Modelling inferring
207		Porque no amara el agua si no supiera nadar.	
208		Ahi dice she likes to swim.	
209	Exactamente. Número uno, Ethan no puede tomar fotos debajo del agua si no sabe nadar y dos, ahí dice "he likes swimming", por eso inferimos que ya sabe, si le gusta es porque ya sabe.		Feedback Modelling inferring
210	And number 3 says "James takes photos under the water too"		
211		It's False because the name of the person is Ethan.	
212	Yes but, who is James?		Scaffolding
213		The little brother	
214	The little brother. Entonces "James takes		Scaffolding

	photos under the water too”		
215		False.	
216	¿Cómo sabes que es falsa, Angela?		Modelling inferring
217		Porque dice que no puede nadar.	
218	Y entonces la pregunta es que si él puede tomar fotos debajo del agua.		Modelling inferring
219		Si podría. Hay posibilidad de que se ahogue pero de que puede, puede.	
220	Bueno suponemos que si no sabe nadar, no puede tomar fotos debajo del agua. ¿Por qué? Porque para tomar una foto debajo del agua yo necesito posicionarme bien, necesito tener el ángulo apropiado, la luz apropiada, necesito tener ciertas habilidades debajo del agua para poder hacer todo eso. Por lo tanto inferimos que James...		Modelling inferring
221		No puede tomar fotos.	
222	Very good. Read “Abby...” in silence please.		Feedback
223		Teacher pero Albert is a dog or a car or what?	
224		Tenemos que completar ahi.	
225	Eso es lo que tú tienes que inferir ¿qué clase de mascota es Alfred? ¿Did everybody read?		
226		No teacher.	
227		Teacher what is the meaning of “hanging”?	
228	“Hanging” “Hanging out”. Vane, dedúcelo del texto. Ready? Dice: “Abby enjoys looking after a pet”¿Qué será eso de “Enjoys looking after a pet”?		Modelling guessing meanings from context
229		No tiene sentido que yo diga “A Abby disfruta mirar después de una mascota”	
230		“Abby se divierte mirando al perro”	
231	Sabemos el significado de “enjoy” ¿cierto?		Scaffolding

232	“Disfrutar”		
233	“Abby enjoys looking after a pet” Decir que Abby disfruta mirar después de la mascota... ¿Eso tiene sentido? Look after debe significar otra cosa diferente que no sea “mirar después” porque “mirar después” no tiene sentido, entonces debe ser otra cosa. ¿Qué será eso? “Her pets name is Albert. Albert is very friendly, he likes to eat onions and palm leaves. ¿Qué hace uno con una mascota?		Modelling guessing meanings from context
234		Juega con ella, la baña, le da comida.	
235		Verbos!	
236	¿Y todo eso qué es? Cuidar. ¿Qué significa look after?		Modelling guessing meanings from context
237		Cuidar. “Abby disfruta cuidar después...”	
238		Disfruta cuidar a la mascota.	
239	Si yo miro “look” por un lado y “after” por otro lado, look significa “mirar” y “after” significa “después”, pero “look after” junto significa...		Scaffolding
240		Cuidar.	
241		Estar atento. Porque le presta atención. Quiere cuidarlo, quiere protegerlo.	
242	Yo no tengo un perro para no cuidarlo, entonces las personas que tienen una mascota es para...?		Modelling guessing meanings from context
243		Cuidarlo, abrazarlo, besarlo.	
244	“Albert’s favorite TV programs.... That’s because he likes eating. Albert is over 6 years old, and he is about one and a half kilos” ¿Entonces Albert ve television? ¿Con quién ve television Albert?		Modelling inferring
245		With Abby.	

246	Entonces, ve television. Albert watches TV with?		Scaffolding
247		Family.	
248	Abby and her family, OK. ¿Qué programas ve?		Modelling inferring
249		Programas de animales. Because he likes eating small animals.	
250	Albert is only 6 years old but he is about 150 Centimeters long and weighs about one and a half kilos. Si estamos hablando de que mide 150 centímetros de largo, and weights about one and a half kilos, ¿Que será “weight?”		Modelling guessing meanings from context
251		Pesar.	
252	Pesar, correcto. ¿Cómo lo sabes?		Feedback
253		Kilos!	
254	La pista que te está dando el contexto es “kilos”. Viste Vane que sí está en el texto pero no siempre están explícitos.		Modelling guessing meanings from context
255	Now, True or False, “Albert likes hanging out with Abby and her family”		
256		True!	
257		False!	
258	¿Por qué False? Con “hanging out” pasa lo mismo que pasa con “look after”. “Hang” significa “colgar”. For example: “That billboard is hanging”, and “out” means “afuera”. Juntos, así como “look after” significan una cosa diferente, vamos a pensar qué es. Dice que Albert is very friendly and likes watching TV with Abby and her family. Entonces “A albert le gusta...”		Scaffolding Modelling guessing meanings from context
259		Estar con la familia.	
260		Disfrutar con la familia.	
261	Entonces “hanging out” is “spend time”		Scaffolding
262		Pasar tiempo	
263		Teacher “Enjoy the time”	
264	Exacto. Entonces “hang out” significa “spend time”		

265		El pasa el tiempo jugando y disfrutando con la familia	
266		It's TRUE!	
267	Ok, so "Albert likes hanging out with Abby and her family" is True or False?		
268		True"	
269	True, porque "hanging out" means...		Modelling inferring
270		Spend time.	
271	Spend time. You can hang out with friends. Ok?		
272	"Albert eats a small animal everyday"		
273		No. False.	
274	How do you know it's false?		Elicit inferring
275		No! It's True it's True! Because aquí dice que come animales pequeños.	
276	"Albert eats a small animal EVERYDAY" ¿Cómo sabes que no?		Elicit inferring
277		Because in the text says he likes eating animals.	
278	¿Dice que se come uno todos los días?		Elicit inferring
279		No, dice que come animales pequeños.	
280	Entonces ¿cómo sabes qué es?		Elicit inferring
281		He's fat	
		It doesn't say he's fat. Albert eats a small animal every day.	
282	Hay momentos en que la información no está explícita, pero está ahí. Hay momentos en que sí, pero hay momentos en que definitivamente no está, entonces no podemos confundir una inferencia, que la saco, lo puedo deducir, lo puedo inferir de cosas que están ahí, y hay momentos en que simplemente no está.		Elicit inferring Clarify strategy



	Entonces, que a Alfred le guste comer “small animals” no significa que sea todos los días, ni siquiera nos dan una pista de que es así. Entonces ¿cuál es la respuesta?		
283		False!	
284		It doesn't...	
285	It doesn't say, no lo dice. Realmente solo dice que le gusta comer animales pequeños pero no nos dice por ninguna parte. O sea, ahí no se infiere que si esta gordo entonces es porque todos los días. Pueden haber muchas razones por las cuales esta gordo. Así es como sabes que eso no puede ser una inferencia, pueden ser muchas cosas, o sea se puede comer 2, 3, 4 animales, pero no sabemos. Qué tal que no sea uno, que tal que sean 2 diarios.		Modelling inferring
286		La estrategia es otra cosa! Porque ya tal vez es otra cosa lo que nosotras no averiguamos.	
287	And the last one is “Albert is a 6-year-old snake”		
288		TRUE! TRUE! TRUE! Because Albert is only 6 years old.	
289	Ok, pero ¿cómo sabemos que es una “Snake”?		Confirm understanding of the strategy
290		Because of the snack	
291		Because he likes eating small animals! (students screaming)(overlapping)	
292	Pero hay millones de animales que comen animales pequeños.		Confirm understanding of the strategy
293		Teacher ¿Qué es “snake”?	
294		Because he is	

		long!	
295	Ah, ok. Manuela ¿Cómo sabes? ¿Qué es una “snake”?		Confirm understanding of the strategy
296		Serpiente! (overlapping)	
297		Serpiente! (overlapping)	
298		Es porque mide 150 centímetros y come ratas!	
299	Señoritas! ¿Eso cómo se llama? ¿Cómo se llama la estrategia?		Confirm declarative knowledge
300		Make connections! (overlapping)	
301		Inferring!	
302	Es “inferring” eso fue lo que hicimos inferimos que porque mide 150 centímetros, come animales pequeños.		Modelling inferring
303		Teacher, excuse me, what’s the meaning of “snake”? es que no me dejaron escuchar por la bulla que tenían.	
304		SERPIENTE! SERPIENTE! (students screaming)	
305	Ok, ladies. We’re not done yet, nos falta Laura and Mia, but we only have five minutes before the end of the class. Quiero escuchar qué piensan de esto. Natalia, después Vanessa y después Isabela.		Look into students’ perceptions
306		Para mí, al principio se me complico mucho porque yo no entiendo muchas inglés, y se me dificulta demasiado, pero	

		ya después mejoró	
307	Para eso son, Natalia. ¿Vane?		
308		Es muy bueno el método, pero si por ejemplo, el examen es de 30 minutos o de 10 minutos, y uno tiene que poner Verdadero y Falso y duramos dos horas haciendo esto...	
309	Porque habían muchos ejercicios, pero en el examen van a haber menos. No lo pienses por el examen. La idea es que lo apliques en todas las materias, y aquí nos demoramos porque hicimos varios ejercicios. Isabela, ¿qué ibas a decir?		Look into students' perceptions
310		A mi primero me pareció que me aburrí, pero después me gustó.	
311	Listo. Seguimos mañana.		

## Appendix E. Worksheet 2



Colegio La Enseñanza • Barranquilla  
ORDEN DE LA COMPAÑÍA DE MARÍA NUESTRA SEÑORA

ENGLISH: Reading Practice Worksheet

Time: 20'

Student: \_\_\_\_\_ Grade: 6th

Level: Basic Teacher: L. García 2<sup>nd</sup> Quarter

Goal: To put into practice reading strategies

## My new hobby

I started a new hobby this year. My hobby is collecting insects. I've always liked insects. They are **captivating**, and they can be very beautiful. I find insects in many different places such as the yard of my house or the park near my school. When I see a new insect I put it in a glass bottle. I look at it very carefully. If it is small, I used a **magnifying glass**. Then I try to find out what kind of an insect it is. I have a lot of books about insects to help me. After that, I draw a picture of it in my notebook. I also write its name, the date and where I found it. Finally, I take it back to the same place and let it go. I don't keep it. Someday I want to be an entomologist. That's a person who studies insects. Then my hobby will be my job.

Taken from American English in Mind 2, Student's Book, p.8.

1. What is the topic sentence of the paragraph?

\_\_\_\_\_

**Write TRUE (T) or FALSE (F) according to the information in the text. Justify the false statements.**

2. I only find insects in the yard of my house and the park. (     )

\_\_\_\_\_

3. Every time I see an insect I put it in a glass bottle. (     )

\_\_\_\_\_

4. Brenda knows a lot about insects. (     )

\_\_\_\_\_

5. Brenda started collecting insects last year. (     )

---

6. An entomologist is a:

- a. Doctor
- b. Scientist
- c. Teacher

7. The word hobby in the text can be replaced by:

- a. Job
- b. Free time activity
- c. Game

8. Captivating means.

- a. interesting
- b. boring
- c. happy

9. What job does Brenda want to have?

- a. Doctor
- b. Scientist
- c. Teacher

10. A magnifying glass is used for:

- a. collecting small things or animals.
- b. observing small things or animals.
- c. picking up things from the ground.

Appendix F. Worksheet 3



Colegio La Enseñanza • Barranquilla  
ORDEN DE LA COMPAÑÍA DE MARÍA NUESTRA SEÑORA

ENGLISH: Reading Practice Worksheet

Time: 20'

Student: \_\_\_\_\_ Grade: 6th

Level: Basic Teacher: L. García, K. De la Hoz 2<sup>nd</sup> Quarter

Goal: To put into practice reading strategies

## WEIRD HOBBIES

Many of us have hobbies, most of them very popular and typical, but some people like to spend their free time doing unusual activities.

Below are three texts with people talking about their unusual hobbies. Read the texts and decide which person is talking about each of these three peculiar pastimes:

1. Playing dead
2. Appearing in the background on television
3. Extreme ironing



### 1) Liam O' Leary

I started for fun really. One of my friends told me about it, and I decided to try it. Some people think it's dangerous but really it depends on the person. If you're **reckless** and don't take precautions then you can have problems. I always go with a couple of friends so I have people there in case of emergency.

I don't like doing it at home but doing it on the edge of a cliff or on the back of a speed boat is a real **buzz**. I'd recommend it to anyone, it's a great excuse to explore new and interesting places and it will keep your shirts looking good too.

### 2) Roger Oliver

I started **by chance** really. I was at work and I spilt a cup of tea on my desk. I was alone and when I looked down at the **puddle** it occurred to me that it looked like blood, I heard someone coming and for some reason I thought it would be funny to make people think that I'd been killed. My colleague screamed when she saw me motionless next to a pool of my blood; I then **burst out laughing** and that was it, I was **hooked**. Since that moment I've spent a lot of

time on my hobby all over the world...my wife thinks I'm immature but I don't care, everyone's **entitled** to their opinion.

3) Fernando Sánchez

I first started when I was living in London. I was walking in Westminster and noticed a person being interviewed in the street. I suppose I was being a bit **nosy** but I **hovered** in the background during the entire interview. Later that day I saw myself on the TV in that same interview and I felt excited. It has since become an addiction to me and I've appeared in the **background** on TV in sixteen different countries and three different continents.

Look at the highlighted words in the text and deduce their meanings. Choose the correct option.

- |                                       |   |
|---------------------------------------|---|
| 1) <b>Reckless</b>                    | 6) <b>Hooked</b>                                |
| a) Extremely irresponsible            | a) Discovered                                   |
| b) Very fast                          | b) Embarrassed                                  |
| c) Unintelligent                      | c) Addicted                                     |
| 2) <b>Buzz</b>                        | 7) <b>Entitled</b>                              |
| a) a funny moment                     | a) Prejudiced                                   |
| b) an intense and exciting moment     | b) Have the right to                            |
| c) a dangerous moment                 | c) Impressed by                                 |
| 3) <b>By chance</b>                   | 8) <b>Hovered</b>                               |
| a) accidentally                       | a) To dance                                     |
| b) planned                            | b) To move away from a place                    |
| c) surprisingly                       | c) To stay near a place                         |
| 4) <b>Puddle</b>                      | 9) <b>Nosy</b>                                  |
| a) A discoloured material             | a) extremely curious about what other people do |
| b) A small pool of liquid             | b) Brave  |
| c) Frozen liquid                      | c) Uninterested                                 |
| 5) <b>Burst out laughing</b>          | 10) <b>Background</b>                           |
| a) To start laughing intensely        | a) The set of a TV or film production           |
| b) To stop laughing                   | b) The scenery behind something                 |
| c) To laugh for a long period of time | c) The part of the street where people walk     |

## Appendix G. Dialogue Observation Transcript

*Dialogue Observation*

<b>Objective:</b> To identify the use of reading strategies and describe students' performance throughout the instruction process.			
<b>Activity 1. My New Hobby</b>		Date: May 3 <sup>rd</sup> , 2016	Group 1. 3 students
Turn	Students' speech	Teacher's Speech	Reading Strategy
1	1. What is the topic sentence of the paragraph?		
2	Yo digo que la idea principal es "Yo comencé un nuevo pasatiempo este año", porque el titulo dice "Mi nuevo hobby", "Mi nuevo pasatiempo", y también que su pasatiempo es coleccionar insectos.		Predicting/ Making conncections
3	Entonces la idea principal seria "Mi nuevo trabajo es coleccionar insectos".		
4	No, aunque hay dos ideas principales que son "Yo comencé un nuevo pasatiempo este año", y también "Mi pasatiempo es coleccionar insectos", porque está hablando de su pasatiempo.		
5	Bueno entonces, yo lo que escribí en la primera respuesta fue "Mi nuevo hobby es coleccionar insectos"		
6	Yo escribí "I start a new hobby, and also, my hobby is collecting insects".		
7	Bueno, yo en inglés escribí "Brenda have a new hobby, its collection insects", aunque hay dos ideas.		
8	Aunque la que estoy más de acuerdo es "Mi pasatiempo es coleccionar insectos"		
9	Bueno, ahora hay que escribir Verdadero o Falso de acuerdo con la información del texto, justifica si es falso.		
10	2. I only find insects in the yard of my house and the park.		
11	One moment please...		
12	Aquí dice, en el texto, "Yo encuentro insectos en diferentes lugares" y también encuentra en su casa, en el parque o al lado de su escuela. El parque que está al lado de su escuela. Es Verdadero, porque aquí dice que él encuentra		



	insectos en la casa y en el parque y eso completa la pregunta.		
13	Aquí dice que él puede encontrar también al lado de la escuela que es un parque. “Yo encuentro insectos en muchos diferentes lugares”. Aunque esa no completa la idea, pero aquí dice “Yo encuentro insectos en la casa y en el parque aunque le faltó al lado de la escuela que es un parque”		
14	Por eso, eso no completa la idea, podemos inferirla. Oigan, miren, ya entendí, eso no completa la idea, si no está completa podemos inferirla.		
15	Ya entendí, entonces sería Verdadera porque dice que los insectos los encuentra en el parque y en la casa. “I only find insects in the yard of my house and the park”		
16	El problema es que la pregunta dice que solamente los encuentra...		
17	¡En la casa y en el parque!		
18	Pero aquí en el texto dice “Yo encuentro insectos casi siempre”, no...		
19	Ay Vanessa!		
20	... en muchos diferentes lugares		
21	Mira... I find insects in many different places such as the yard in my house or the park near my school, son diferentes lugares como mi casa y en el parque. Dice “I only find insects...” mira, mira, “I find insects in the yard of my house or the park”. Is TRUE, TRUE, TRUE.		
22	Aquí dice que solamente encuentra insectos en la casa y en el parque, pero no dice que encuentra insectos en diferentes lugares.		
23	Si, uno de esos son la casa y el parque, eso es lo que le estoy tratando de decir.		Inferring
24	Pero dice que “solamente”, pero acá dice que muchos diferentes lugares.		
25	Pero explícale por qué, Vane		
26	Porque aquí es “solamente, y en la pregunta solo dice “solamente encuentras los insectos en el parque o en la casa”.		
27	Te estas enredando, en el texto dice que la encuentra en diferentes lugares y en lo que estamos basándonos es en el texto. Pero acá en la pregunta dice que solo las encuentra en		

	la casa y en el parque.		
28	Acá en la pregunta dice que solamente los encuentra en la casa y en el parque, pero en el texto dice que lo encuentra en la casa, el parque y en otros lugares, entonces es Falso, porque dice “muchos”, “many”, muchos. Listo.		
29	Ahora, es Falso porque: “Brenda only...”, no, “Brenda finds at different places”. Emm...		
30	I don’t have Liquid Paper.		
31	No tengo Liquid Paper. Bueno si tenía pero se perdió. Bueno la otra es:		
32	3. Every time I see an insect I put it in a glass bottle.		
33	Todo el tiempo yo veo “an insect”, insectos. “Todo el tiempo que yo veo insectos los pongo en...		
34	¿Unas gafas?		
35	No, no, no, en una botella transparente. “Bottle” es como un recipiente o algo así transparente.		Guessing meanings from context
36	Emm... find, find, find.		
37	Aquí dice, “when I see a new insect I put it in a glass bottle”.		
38	Is True, is True, is True, Vanessa porque aquí dice “cuando yo veo un nuevo insecto yo los meto en una botella transparente”.		
39	Aquí dice “Todo el tiempo cuando yo veo un insecto lo meto en una botella transparente”.		
40	Es que de igual forma es la misma frase.		
41	Es la misma frase. Dice:		
42	4. Brenda knows a lot about insects.		
43	¿“Brenda sabe mucho sobre insectos”? Sí.		
44	“Brenda sabe...” Pero es que...		
45	Porque si lo usa para trabajar, lo quiere usar como trabajo y también como un hobby... Porque aquí ultimo dice “My hobby will be my job”		
46	Busquemos en el texto primero...		
47	Pero es que si ella ya sabe en el lugar específico donde están los insectos, ella ya trabaja desde hace tiempo, eso ya sería como inferir.		
48	Vanessa, qué significa “keep” porque dice “I don’t keep it”.		

49	Ay no sé.		
50	Que significa “keep”. Como aquí dice que “after that”, “antes yo dibujo imágenes en mi cuaderno y le escribo el nombre, el día y finalmente cojo atrás, cojo el maletín...” No.		
52	Activity 1 part 2 Vanessa, Angela y Mary Anne.		
53	La última o sea la 10 era la “a)” porque dice que colecciona, y aquí dice “collecting” pequeños o sea colecciona pequeños objetos y animales.		Inferring
54	Aunque también los observa, no nada más los colecciona.		
55	Aja y además que el texto dice que colecciona insectos, colecciona insectos colecciona insectos.		Inferring
56	Porque es diferente si los observara porque si los observa y después los deja. Coleccionar es que ella los pone en un envase, observar es que solo los observa y los deja ir y ya que es muy diferente.		Inferring
57	Pero espérense, aquí dice que “... see a new insect I put it in a glass bottle. I look at it very carefully. If it is small, I used a magn... Then I try...” no, era la “a)” pero porque aquí dice mira: “When I see a new insect I put it in a glass bottle. I look at it very carefully. If it is small, I used a magn... glass”.		
58	Era la “a”		
59	Era la “b”		
60	Era la “b” sí, era la “b”, dije.		
61	Activity 1 part 3. Vanessa, Angela y Mary Anne.		
62	Bueno. La primera pregunta fue sobre:		
63	1. What is the topic sentence of the paragraph?		
64	¿“Cuál es la idea principal del párrafo?”. Mi nuevo hobby es coleccionar insectos. Ahora dice Write true or false according to the information in the text. Justify the false statements. “I only find insects in the yard of my house and the park” es Falso. Brenda finds at different places.		
65	“Every time I see an insect I put it in the glass bottle”. Esa es Falsa porque aquí dice “yo encuentro insectos... Cuando yo veo un		Inferring

	insecto nuevo lo meto en una botella de cristal” pero ahí dice que todo el tiempo y eso no es verdadero. Entonces Falso.		
66	Porque si son nuevos los mete pero si no son nuevos los deja.		Inferring
67	Bueno y en la 4, “¿Brenda sabe mucho sobre insectos?” Mmm, veamos... Si, Verdadero, pero ¿quién es Brenda?		
68	La que tiene el nuevo hobby.		
69	Ah ¿ella es Brenda?		
70	La que habla y todo eso.		
71	Pero aquí en el texto no dice nada de ese nombre		
72	Pero yo le pregunte a la profe, o sea se refiere a que si nombran un nombre y aquí en el texto no lo nombran ese sería el nombre, pero de igual forma vamos a preguntarle a la profe...		
73	Yo digo que usé una estrategia de, de... Yo lo deduje, lo deduje.		
74	No, ella no sabe mucho de insectos porque aquí dice en el texto “Yo tengo muchos libros para que me ayuden”, o sea que no sabe mucho de insectos, porque tiene un libro que cuando ella no sabe algo lo investiga, entonces sería Falso porque ella no sabe tanto.		Inferring
75	Bueno si, porque además es el nuevo trabajo, o sea ella comienza este año el nuevo trabajo.		Inferring
76	Exacto o sea que no sabe tanto de los insectos. Entonces es Falso.		Inferring
77	Es falso porque no sabe tanto de insectos. “Because Brenda started a new hobby in this year and have a book about insects to help”.		Inferring
78	La otra pregunta, la quinta, dice:		
79	5. Brenda started collecting insects last year.		
80	O sea que si coleccionaba insectos.		Inferring
81	Pero es que no tiene lógica, si apenas tiene un nuevo pasatiempo, obviamente apenas va a comenzar a coleccionar insectos, pero...		
82	No porque es un nuevo pasatiempo y apenas debe estar coleccionando los insectos, aunque hay que leer bien.		Inferring
83	It’s False because dice “I started a new hobby this year”. En este año 2016, no en el 2015 ni el 2017, en este año.		
84	Porque es su nuevo pasatiempo o sea que		Inferring

	apenas está comenzando a coleccionar.		
85	¿Ella es una mujer?		
86	Sí.		
87	Anda yo puse “he”.		
88	“Because Brenda started a new hobby this year”. Ya.		
89	Lee tu pregunta Vanessa. Lee tu pregunta para ver que respondiste.		
90	“Brenda started collecting insects last year, is False because Brenda started a new hobby this year”, Mary Anne no te copies.		
91	Vanessa yo no me estoy copiando, estoy respondiendo la misma pregunta sino que debe ser que tengo mal alguna palabra.		
92	Bueno, esa, la pregunta 6.		
93	“6. An entomologist is a:”.		
94	Entomología ¿Qué es? Puede ser doctor, científico o profesora.		
95	Yo digo que es científico porque es con los insectos, aunque puede ser profesora porque puede ser profesora de ciencias naturales.		
96	No pero profesora seria docente, doctor seria... Además que el busca diferente, y no es doctor que tiene que examinar a personas, no, él trabaja más que todo como científico.		Guessing meanings from context
97	Científico. Esta respuesta fue respondida por Ángela Alves.		
98	Y fue una estrategia de...		
99	¿Qué estrategia fue, Ángela?, ¿nos puedes decir?		
100	Bueno esta estrategia... yo me di cuenta porque tiene muchas conexiones con los insectos. Obviamente no puede ser un científico porque no puede ser un doctor.		Making connections
101	Yo lo deduje por conexiones.		
102	Si, si, si, eso conexiones.		
103	O... Guess the meaning of the word.		
104	Bueno la 7 es: 7. The word hobby in the text can be replaced by:		
105	La palabra “hobby” en el texto puede remplazarse por: “Free time activity”, la “b)” Actividad en el tiempo libre.		
106	Exacto porque un pasatiempo obviamente es cuando tú lo haces en el tiempo libre. Correr, saltar de todo.		Guessing meanings from context

107	Esa respuesta fue respondida por Vanessa Díaz.		
108	8. Captivating means. Significado captivador.		
109	Interesante, Boring o Alegre.		
110	“Boring” es “aburrido”.		
111	For me is interesting.		Inferring
112	La respuesta fue respondida por Mary Anne Porras, Interesante.		
113	9. What job does Brenda want to have?		
114	¿Qué trabajo le gustaría tener a esta Brenda? Teacher.		
115	Le gustaría tener la etimología.		
116	Dice mira: Ciencia...		
117	Scientist		Inferring
118	10. A magnifying glass is used for:		
119	a. Collecting small things or animals, b. observing small things or animals, c. picking up things from the ground.		
120	Es para observar mejor a los animales chiquiticos.		
121	Además que como dice “glass”...		Making connections
122	Observar los pequeños animales, o sea, los insectos.		Inferring
123	Pero “things”, “things” es “pensar”.		
124	Sería observing small things or animals.		
125	Entonces dice: coleccionar pequeños y pensar sobre animales.		
126	No, coleccionar pequeños insectos.		
127	Dice collecting small things or animals. Sería coleccionar pequeños o pensar en coleccionar pequeños animales.		
128	Aunque en cada una de las opciones dice piensa.		
129	Pero acá dice “observing small things or animals”, ¿observa pequeños piensa animal?		
130	Vanessa una pregunta ¿Te cortaste el pelo?		
131	- Ay sí, yo me lo corté pero ya, sigamos con el tema... Aunque, Brenda puede tener el cabello largo.		
132	¡¿Qué?!		
133	Es que ella utiliza las gafas para observar a los insectos, pero lo que yo no entiendo es por qué dice “piensa en los animales”, eso es muy confuso pero igual los observa.		

134	Tal vez hay que conectar “observa a los pequeños” y “piensa en los animales”. Vamos a preguntarle a la Teacher.		
135	Teacher! Esta parte de aquí esta confusa porque dice “things” y es pensar y dice coleccionar pequeñas piezas.		
136	¿”Things” es pensar? No.		
137	No porque Thing es T-H-I-N-G.		
138	“Cosas”. Ah! Ya”, ya. Coleccionar pequeñas cosas y animales.		
139	Observar... Es la “b”.		
140	Esa respuesta fue respondida por Ángela Alves, ¡y por mí!		
141	Espera, yo dije primero que era “observing small things or animals” y ninguna de ustedes me prestó atención a mí.		
142	Claro que no, aquí está grabado.		
143	Yo desde el principio dije “observar, observar, observar”. Y yo dije: “Observing small things or animals”		
144	Estabas leyendo las opciones.		
145	Yo no estaba leyendo las opciones, yo sabía que era eso porque en el texto dice que era eso, que ella observaba.		
146	Pero yo le estaba explicando a Vanessa porque ella...		
147	Ya dejemos de pelear y sigamos con el tema.		
148	La respuesta fue respondida por las tres. Ya terminamos la hoja muchas gracias por escucharnos.		

## Appendix H. Dialogue Observation Transcript

*Dialogue Observation*

<b>Objective:</b> To identify the use of reading strategies and describe students' performance throughout the instruction process.			
<b>Activity1. My New Hobby</b>		Date: May 3 <sup>rd</sup> , 2016	Group 2. 5 students
Turn	Students' speech	Teacher's Speech	Reading Strategy
1	4. Brenda knows a lot about insects.		
2	Si, lo tenemos bien porque mira, yo tengo esto y Cure tiene esto. Esta igualito. Está en mi hoja. Yo creía que me había equivocado, pero no me equivoqué. El punto es que aquí decía "I started a new hobby this year"		
3	My hobby is collecting insects"		
4	No.		
5	Claro que sí.		
6	No. Es "My hobby is collecting insects".		
7	Voy a preguntarle a la Teacher.		
8	Ella no te va a responder.		
9	¿Por qué? Si tengo esto bueno o malo.		
10	Va a decir que por qué está bien. Deja preguntarle.		
11	Teacher! Please!		
12	Teacher. "Brenda knows a lot about insects. "¿Brenda tiene muchos insectos?"		
13		"Sabe mucho acerca de insectos..."!	
14	Aaah!, pero no dicen nada.		
15	¿Me preguntaste?...		
16	Bueno. ¿"My hobby is collecting insects"?		
17	Teacher, tú me dijiste que me ibas a decir si esto era un chulo bueno o un chulo malo.		
18		Yes but not now. Later, Isabella. Right now, finish the activity. After the activity I will tell you.	
19	Ella dice que este está bueno y nosotras		



	decimos que no, que es este otro. Entonces este sería True, because... aquí hablan de que Brenda conoce y estudia todo eso de los insectos, entonces dice...		
20	¿Cómo era la pregunta?		
21	Ella nunca sabe nada.		
22		Teacher: - Es que la que tiene que saber eres tú.	
23	Sophia, ¿Aquí qué es lo que dice en español, por favor?		
24	Que ella sabe mucho sobre insectos.		
25	Ah, gracias.		
26	Oigan ¿qué dice aquí?		
27	2. I only find insects in the yard of my house and the park.		
28	Its True!. Ella solamente...		
29	False!		
30	Ah! Is True and you put False.		
31	No. La Teacher dijo que estaba bien, que era False. Mira el texto. Tienes que leerlo detenidamente.		
32	Mira. "I find insects in different places such as the yard..."		
33	Por eso dice "different places" y aquí dice "ONLY"		Inferring
34	No its True. Yo lo tenía como False.		
35	Aquí nosotras la tenemos como False. Si es true no tienes que poner nada aquí, pero Sophia dice que no, que esta es True.		
36	No, its False because on Friday the Teacher dijo que is good.		
37	Hay que pensar. Denme mi hoja.		
38	Ponte al corriente rápido Sophia para avanzar.		
39	Esta mala porque es True. Ponla True y ya.		
40	3. Every time I see an insect I put it in a glass bottle.		
41	Por lo menos, aquí la Teacher lo puso malo. La Teacher lo había puesto malo y te dijo que se había equivocado que lo puso bien. Aquí pudo hacer lo mismo.		
42	Lo que pasa es que en la hoja de Sophia. En tu hoja Sophia... tú lo colocaste que era True, pero nosotras no, nosotras colocamos aquí que era False.		

43	Pero nosotras explicamos por qué era False, si es verdad.		
44	A nosotras nos puso bueno porque era True, a ustedes les puso malo porque era False.		
45	Pero la Teacher me dijo que ella se equivocó.		
46	Teacher! Es que no estamos seguras si esta es True. Sofia dice que es True. Nosotras decimos que es False.		
47	Porque usted nos dijo que estaba bien.		
48		¿Por qué? La explicación no es porque yo les dije.	
49	Nosotras tenemos una explicación. Aquí dice "Because I put it in a glass bottle"		
50		¿Natalia tu qué entiendes?	
52	Aquí dicen que... pero es que no me acuerdo por qué fue que lo pusimos.		
53	Dame la explicación por qué, tú.		
54	Porque primero que todo aquí dice "No..."		
55		Espera. Deja que Paula explique por qué ellas habían puesto esa.	
56	Bueno eso está aquí "I find insects in many different places... When I see a new insect I put it in a glass bottle" y aquí dice que cada vez que ve un nuevo insect, lo pone en una botella de vidrio y aqui te estan diciendo cada vez que lo vea, no un nuevo insect. Entonces es False.		Inferring
57		No es cada vez que ve un insecto...	
58	¿Es cada vez que ve un NUEVO insecto!		Inferring
59		Para estudiarlo. Tu sabes que ella colecciona los insectos es para estudiarlos. Si ya yo conozco la hormiga ¿para qué la voy a volver a coger? Es cada vez que	

		veo un insecto, el que no conozco, del que no se nada, entonces ese si lo analizo, lo pongo en la botella de vidrio, etcétera, etcétera.	
60	OK, Continue.		
61	Mira: 4. Brenda knows a lot about insects.		
62	Its False porque...		
63	Because she helps with the books.		
64	¿“Knows” qué era?		
65		“Saber”	
66	Brenda sí sabe mucho sobre los insectos.		
67	Ella dice que ella busca los libros para ayudarse. Entonces es Falso.		Inferring
68	Depende...		
69		Sofia, explicale por qué.	
70	Because Brenda has a lot of books about insects to help.		
71	Entonces aquí es False. La respuesta es “Because Brenda has a lot of books about insects to help her”.		
72	Ya yo entendí por qué, porque aquí dice que Brenda sabe mucho de insectos pero aquí dice que se ayuda de los libros, entonces no sabe mucho.		Inferring
73	“Because Brenda has a lot of books to help her”.		
74		¿Qué estrategia utilizaron ahí para saber esa la respuesta?	
75	Make connections. Mentira no.		
76	De lo que sale en el texto.		
77	Pero yo no me acuerdo de eso.		
78	Inferir?		
79		¿Por qué inferir?	
80	Porque relaciona el texto con esto.		
81		¿Ahí dice explícitamente que ella no sabe?	
82	No, ahí dice que ella se ayuda de los libros. Si		

	ella se ayuda de los libros es porque no sabe tanto.		
83		Eso es muy diferente. Ahí inferiste. Yo infiero que no sabe tanto. Si supiera...	
84	No leería libros.		
85	I have a question. Porque ellas pusieron aquí: "2. I only find insects in the yard of my house and the park", yo creo que no, y es que no. Su respuesta fue "Porque yo no encuentro insectos en el pasto", pero...		
86	NO. "Yo no encuentro los insectos SOLAMENTE..." tienes que poner el "only".		
87	Aquí dice "Only", no me faltó nada.		
88	5. Brenda started collecting insects last year.		
89	"¿Brenda va a recolectar insectos el otro año?"		
90	No! "Brenda started collecting insects last year", ella dijo: "Brenda empezó a coleccionar insectos el año pasado". Es Falso, porque ella empezó este año.		
91	Si, porque aqui dice "I started a new hobby this year", o sea, porque ella empezó a hacer ese hobby este año.		
92	Because Brenda started a new hobby of insects this year.		
93	Pero no es False ni True. Aquí no dice que pongamos falso ni verdadero.		
94	Si, ella dijo ese día.		
95	Mira: "Because Brenda Started a new hobby this year".		
96	Because Brenda started el Nuevo hobby este año.		
97	Ay, lo mismo.		
98	3. Every time I see an insect I put it in a glass bottle. ( )		
99	¿La respuesta de la 3 por qué es Falsa?		
100	Porque I don't put any insects in a glass bottle.		
101	Ah! "Because I don't put any insects..."		
102	"In a glass bottle, but is a new insect".		
103	"Because Brenda started the new hobby in		

	this year". ¿Y en la otra?		
104	"In a glass bottle, but is a new insect"		Inferring
105	8. Captivating means.		
106	¿Que significa eso Sofia? ¿Qué significa la 8?		
107	Ya va. Es "Scientist" y "Free time".		
108	Si pero abajo, la 8.		
109	Por eso, esta. Esta es "scientist"		
110	Aja, ya se.		
111	La 7 es "Free time"		
112	Y la 8 es "Captar significa..."		
113	Boring, boring.		
114	Interesting.		
115	9. What job does Brenda want to have?		
116	"Scientist".		
117	Y 10. A magnifying glass is used for		
118	b) Observing small things or animals.		
119	Todas pongan sus nombres.		
120	Bueno. Good-bye.		

## Appendix I. Dialogue Observation Transcript

*Dialogue Observation*

<b>Objective:</b> To identify the use of reading strategies and describe students' performance throughout the instruction process.			
<b>Activity1. My New Hobby</b>		Date: May 3 <sup>rd</sup> , 2016	Group 3. 3 students
Turn	Students' speech	Teacher's Speech	Reading Strategy
1	OK, Bueno. Vamos a empezar eligiendo la idea principal del texto. Yo creo que la idea principal del texto podría ser que ella empezó a tener un nuevo hobby, o sea un nuevo pasatiempo, y su pasatiempo seria cautivar insectos, y que los insectos para ella son bonitos. Ya. Yo creo que eso podría ser. ¿Tu qué crees?		
2	Pues, por lo que yo entendí, que su hobby son andar con los insectos. Le gustan los insectos y ya.		
3	No, o sea, para mi, yo creo que esta frase podría ser "My hobby is collecting insects". Ya.		
4	La pregunta es "What is the topic sentence of the paragraph?", o sea, "¿cuál es la idea principal del párrafo?" Yo creo que podría ser "Mi hobby es coleccionar insectos". Lo podríamos deducir por "Infer" porque estamos deduciendo que su nuevo hobby es recolectar insectos, y pues la idea principal trata de recolectar insectos, porque si no el título de la lectura... Para eso le pusieron el título "My new hobby" "Mi nuevo hobby", entonces se trataría de eso, entonces vamos a poner "My hobby is..." recolectar insectos.		Making connections
5	2. I only find insects in the yard of my house and the park.		
6	Yo pienso que sería Verdadero.		
7	No porque acá no dice nada de que ella va al parque.		
8	No pero tú podrías deducir que aquí ella encuentra. Yo podría deducir que "yard" sería "encontrar los insectos en su casa y en el parque" porque para eso dice "house" que es		

	“casa” y “parque” y no hacer “Yo me tiro en el piso”, no. Entonces yo creo que sería, y el título de trata de que la niña encuentra los insectos, entonces yo digo que sería “Encontrar los insectos en la casa y en el parque”.		
9	No, acá dice: en la escuela, en el parque y en la casa.		
10	“My yard of my house or the park near my school”.		
11	Si, pero que le falte “school” no quiere decir nada.		
12	OK. Vamos a poner true, y abajo vamos a poner “near my school”, “y también en la escuela”.		
13	Bueno, esa sería la tercera, porque yo creo que en la segunda lo que encontramos fue que aquí dice...		
14	nosotros lo podríamos deducir por “Guessing meaning from context” o sea, lo encontramos por contexto porque aquí nos dice en el texto que ella encuentra los insectos en la casa y en el parque, pero aquí nos falta.		
15	O podemos poner acá, en vez de “near my school”, “and near my school”		
16	La tercera sería 3. Every time I see an insect I put it in a glass bottle.		
17	O sea que en su tiempo libre ella...		
18	Pero Paula, si acá dice “my school”, o sea, “mi escuela”. Podemos poner and “school” nada más.		
19	Bueno entonces yo tacho “Near”.		
20	“Near my” porque “Near my” o sea “mi escuela”		
21	O sea que ella no encuentra en su escuela		
22	Si pero “mi escuela” me estoy refiriendo a mí.		
23	Ah, “and your school.		
24	OK voy a tachar todo y a ponerlo abajo.		
25	La tercera dice 3. Every time I see an insect I put it in a glass bottle.		
26	O sea que en su tiempo libre ella mira los insectos y los pone en una botella de plástico.		
27	Vamos a buscar acá.		
28	Mira aquí dice: “When I see a new insect I put it in a glass bottle” o sea que yo creo es		

	verdadero		
29	It's True		
30	It's True. Vamos a colocar de respuesta porque en el texto se está refiriendo a que ella mira los insectos y los nuevos insectos que ve, los pone en una botella de plástico.		
31	¿Cómo se dice eso en inglés?		
32	I see the insects, a new insect, I put it in the glass bottle. "She sees the insects and the new insects, puts in a bottle glass".		
33	4. Brenda knows a lot about insects.		
34	A ver... Aquí se está refiriendo a que Brenda...		
35	Vamos a preguntarle a la Teacher.		
36	Teacher, no sabemos qué significa eso.		
37		¿No sabes qué es "know"?	
38	O sea, "Brenda knows a lot...", o sea, "ella quiere mucho"		
39		- What is "know"?	
40	"Mirar", no, "ella toca", no "ella...". Teacher "I don't know". "Yo no sé"! Ah o sea que ella sabe que mira muchos insectos		
41		"Sabe mucho acerca de insectos"	
42	Ah OK. Bueno ya pudimos deducir la 4, que dice que Brenda sabe mucho de insectos, así que tenemos que buscar a ver dónde dice "I have a lot of books".		
43	O sea, pero aquí nos dice que ella tiene un libro sobre los insectos que le ayuda, pero no sabemos que ella sepa mucho de los insectos, así que yo creo que tendría que ser Falso, porque aquí se están refiriendo a que ella tiene un libro, mas no que sabe de muchos insectos.		
44	Ok bueno, aquí no nos dice nada sobre que ella sabe mucho de los insectos así que yo creo que es Falsa, False. Lo dedujimos por "Guessing meaning from context", porque aquí no nos está diciendo nada sobre el texto, no nos está refiriendo sobre que ella sabe mucho sobre los insectos, así que vamos a poner falso.		



45	“Because in the text don’t speak she knows a lot about insects”. O sea la respuesta en español sería “porque el texto no nos está diciendo que ella habla mucho de los insectos, o sea, se nos está refiriendo que ella tiene un libro sobre los insectos, mas no que sabe mucho de los insectos. Entonces yo creo que esa podría ser la respuesta.		
46	Bueno, vamos con la 5 que dice “Brenda started collecting insects last year”, o sea que Brenda empezó a recolectar insectos el siguiente año. “I started a new hobby this year”.		
47	Vamos a leerlo otra vez para ver que nos dice sobre qué hace Brenda.		
48	Aquí dice que su hobby va a ser... Pero no dice que el siguiente año va a seguir recolectando insectos así que es False.		
49	O sea, porque lo podemos inferir del texto, o sea expresar, o sea saber. Entonces por eso yo creo que sería “Infer” porque aquí nos están diciendo todo menos que ella va a coleccionar insectos el próximo año.		
50	Bueno. Yo pienso que es Falso porque lo podremos inferir del texto. Vamos a poner “Its False. In the test do not speak for the Brenda collecting insects last year”.		
52	6. An entomologist is a:		
53			
54	“Scientist”, científica de insectos. Porque “doctora” no es. Su hobby no trata de ser doctora de insectos. Y profesora no va a ser porque no va a ser profesora de insectos, así que lo más seguro que sea la respuesta sería “Scientist” porque lo podríamos deducir por “guess meaning from context” porque lo sacamos por contexto, porque en el texto nos están diciendo que su hobby es recolectar insectos, mas no que va a ser profesora.		Guessing meaning from context
55	7. The word hobby in the text can be replaced by:		
56	Bueno. La séptima pregunta nos está diciendo ¿“La palabra hobby podría ser reemplazada en el texto por?”		
57	Yo creo que lo podríamos deducir porque “Job” no puede ser, porque “Job” es lo que		Inferring

	trabajan las personas, o sea, si eres secretaria o no sé, etcétera. “Free time activities” yo creo que si sería, porque “Game” es “juego” pero si no es juego, eso es lo que tú haces, así que yo creo que es “Free time activities”. Lo dedujimos por el texto.		
58	Bueno. La primera pregunta nosotras colocamos “My hobby is collecting insects” porque aquí nos están pidiendo cual es el “topic sentence” del párrafo, entonces nosotras decidimos que la frase principal de todo el párrafo podría ser mi hobby es recolectar insectos, coleccionar insectos.		
59	Bueno, ahora aquí nos dice que tenemos que colocar Verdadero o Falso, y si es Falso tenemos que justificar su respuesta. Bueno en el segundo de Verdadero y Falso colocamos Verdadero, pero colocamos aquí un decisional porque aquí nos están diciendo que ella recolecta los insectos en su casa y el parque pero también la lectura nos está diciendo que en la escuela, entonces nosotras colocamos “And in the school” porque ella los está recolectando en su escuela también.		
60	Bueno, en la tercera colocamos Verdadero y le colocamos también un correccional aquí también. Colocamos “Every time I see an insect I put it in a glass bottle”, que ella coloca siempre a los insectos en una botella de plástico. Nosotras colocamos que ella mira los insectos y coloca los insectos nuevos en la botella de plástico.		
61	Bueno, aquí en la cuarta nos está diciendo “Brenda knows a lot about insects”, colocamos Falso porque Brenda en el texto no nos está diciendo que ella sabe mucho de los insectos, nos están diciendo que ella tiene un libro sobre los insectos, mas no que sabe mucho de los insectos, solo que podemos deducir por contexto.		
62	En la sexta nos están preguntando		
63	6. An entomologist is a Doctor, Scientist or Teacher		
64	Nosotras dedujimos por contexto que es “Scientist” porque “Entomologist” no podría ser doctor porque en la lectura por contexto		

	no nos está diciendo que hablan de un doctor o un profesor, entonces nos está diciendo que ella investiga, o sea que le gustaría ser científica		
65	En la séptima sería		
66	7. The word hobby in the text can be replaced by: Job, Free time activity or Game		
67	O sea que si podría ser reemplazado por Job, Free time activity o Game. Nosotras pusimos "Free time activities" porque es una actividad que puedes hacer en tu tiempo libre.		Guessing meaning from context
68	En la 8 dice Captivating means interesting, boring or happy.		
69	O sea, cautivar animalitos podría ser interesante, aburrido o alegre. Nosotras colocamos interesante porque la verdad es muy interesante estudiar esos animalitos, como viven en su especie y todo.		Making connections
70	La 9. What job does Brenda want to have?		
71	"Scientist". Nosotras pensamos que ella cuando sea grande podría estudiar ciencia porque está hablando de ser investigadora de insectos, de ciencia, así que podríamos deducir que podría ser una científica muy exitosa.		Inferring
72	10. A magnifying glass is used for:		
73	"Collecting small things or animals" porque...		
74	Porque a ella le gustan los insectos. Recolectar insectos, y pues los insectos son pequeños. Entonces dice: "Ella colecciona insectos o animales pequeños" si porque recolecta insectos.		
75	-Bueno eso es lo que podemos deducir por medio de todo el texto. Finish.		

## Appendix J. Dialogue Observation Transcript

*Dialogue Observation*

<b>Objective:</b> To identify the use of reading strategies and describe students' performance throughout the instruction process.			
<b>Activity1. My New Hobby</b>		Date: May 3 <sup>rd</sup> , 2016	Group 4. 3 students
Turn	Students' speech	Teacher's Speech	Reading Strategy
1	1. What is the topic sentence of the paragraph?		
2	Que comenzó un nuevo hobby.		
3	De pronto.		
4	Sí, porque mira aquí dice: "I started a new hobby this year", que su hobby iba a ser coleccionar insectos.		
5	Como quien dice, yo no coleccionaría insectos. Es que me da miedo una hormiguita, yo no sé, yo no coleccionaría insectos.		
6	De ser posible si los matas y los metes ahí, de poder puedes.		
7	Aja, sí, yo digo que sí es esa.		
8	Write true or false according to the information in the text. Justify the false statements.		
9	2. I only find insects in the yard of my house and the park.		
10	No. Aquí dice que encuentra insectos en diferentes lugares como en el parque de su casa, el parque que queda cerca de su escuela. Espera...		
11	Teacher!...		
12	Bueno ese es falso. Es que en la pregunta dice "Solo encuentro insectos en casa y en el parque", pero aquí dice que lo encuentra en diferentes lugares. Se puede deducir que no porque ahí lo dice.		Inferring
13	Bueno espera. ¡Valentina! ¿Ya tú respondiste el segundo punto? Te estas riendo, eso es que sí.		
14	Ay, pon False.		
15	Es True!		

16	¡Es False! Aquí dice que “solamente”.		
17	Es False		
18	True		
19	Es False. ¿Por qué es True?		
20	¿Por qué dices que es True?		
21	“Because she find insects in different places”.		Inferring
22	Teacher, ella está diciendo True, y ella está diciendo False.		
23		La idea es que tú le expliques por qué.	
24	Yo ya le expliqué el por qué.		
25	¿Por qué es True?		
26	Porque ella dijo.		
27	3. Every time I see an insect I put it in a glass bottle.		
28	Es True.		
29	Para ti todo es True.		
30	Mira la lectura.		
31	No veo nada.		
32	En ningún momento dice que mira todo tipo de insectos. Pongo “it doesn’t say? Porque solamente dice que lo encuentra.		
33		¿Donde dice todo el tiempo aquí?	
34	Every time, todo el tiempo.		
35		¿Qué es “everyday”? “Todos los días”, entonces ¿qué es “everytime”?	
36	Todo el tiempo.		
37		Todo el tiempo sería “All the time”. “Cada vez que veo...”	
38	Ah, cada vez que yo veo insectos... Ah OK, entonces es True. Es que no sabías bien que era la pregunta. Espérate yo escribo.		
39	¡Si yo soy la que voy a leer!		
40	OK, True.		
41	Hay que escribir el por qué.		
42	Claro que no, es solo cuando es Falso, mira la instrucción.		

43	4. Brenda knows a lot about insects.		
44	¿Y yo como sé quién es Brenda? ¿Brenda es ella? En ningún momento dicen que es ella. Entonces en el de arriba tenemos que poner “she” porque si se llama Brenda hay que poner “she”.		
45	Y este es Falso.		
46	¿Pero por qué es Falsa?		
47	Entonces es Verdadera.		
48	Porque es que Brenda sabe mucho sobre insectos. Sí, porque Brenda tiene muchos libros.		
49	Y la otra es falsa, porque dice:		
50	5. Brenda started collecting insects last year.		
52	O sea dice que Brenda comenzó a coleccionar insectos el año pasado, pero en la lectura dice que comenzó este año. “Brenda started collecting insects this year”		
53	“Because Brenda started collecting insects this year”		
54	6. An entomologist is a: Doctor Scientist o Teacher		
55	Llama a la Teacher.		
56	¿Qué es “Entomologist”? ¿Qué tal te pareció la lectura, interesante o aburrida?		
57	Interesante.		
58	¿Tu coleccionarías insectos?		
59	No.		
60	¿Qué es Entomologist? ¿es un doctor?		
61	Ay yo no sé si es un doctor, ¿eso cuenta como doctor?		
62	Mira la 9		
63	9. What job does Brenda want to have?		
64	¿Qué quiere hacer Brenda?		
65	Doctora.		
66	Ella quiere ser “Entomologist”, pero no sabemos que es “Entomologist”. Puede ser la ciencia, estudiar los insectos, o puede ser el Doctor.		Guessing meaning from context
67	La b).		
68	Mejor la b). Entonces en el 6 También sería “Scientist” porque eso es lo que ella quiere ser		Inferring
69	7. The word hobby in the text can be replaced by		

70	“Free time activity”.		
71	Mira, “Job”		
72	“Job” es un trabajo, o sea, el hobby puede ser reemplazado por un trabajo, una actividad de tiempo libre o por un juego.		
73	¿Un trabajo?		
74	O sea eso es lo que ella quiere ser cuando grande, que ese sea su trabajo, pero ahora mismo seria, su actividad de tiempo libre.		Guessing meaning from context
75	Bueno.		
76	Y la 10. A magnifying glass is used for:		
77	Collecting.		
78	¿Cuál es el significado de “picking up”?		
79	Recoger.		

## Appendix K. Dialogue Observation Transcript

*Dialogue Observation*

<b>Objective:</b> To identify the use of reading strategies and describe students' performance throughout the instruction process.			
<b>Activity1. Weird Hobbies</b>		Date: May 6th, 2016	Group 1. 3 students
<b>Turn</b>	<b>Students' speech</b>	<b>Teacher's Speech</b>	<b>Reading Strategy</b>
1	Bueno. Lo que me hace entender es que son conexiones, porque si trabaja en el noticiero, y está en la televisión, ¿por qué no va a ser presentador de televisión? O sea, Appearing in the background on television		
2		¿Cómo supieron que era esa?	
3	Porque aquí dice T.V. y como trabaja en el noticiero... Ahora Mary Anne tú vas a decir cuál es la segunda.		Making connections
4	Roger Oliver. Aquí dice "I was at work and I spilt a cup of tea on my desk". Yo digo que él es el último. Yo digo que como es "playing", "jugando a los muertos" algo así.		
5	O puede estar jugando a los zombies, aunque eso no tiene mucha lógica.		
6	Como tiene "dead" es morir, entonces, no sé. En la tercera frase que dice "Extreme ironing" y en la imagen sale alguien que está montado como en una montaña.		
7	Como en una roca grande. Esta planchando.		
8	O sea que le gusta planchar al aire libre.		Inferring
9	"Extreme Ironing".		
10	"Ironing" significa "tabla de planchar"		
11	O sea, yo pienso que "dead" es muerto, porque ustedes saben, cuando ustedes ven una película en inglés, es una película en español pero está hecha para verla en inglés, entonces sería "muerto". La película dice "dead" o sea muerto.		Making connections
12	Aunque el segundo que es el del presentador de televisión, estaban fácil, pero la primera y la tercera están difíciles porque tienen muchas		



	cosas en común, porque son cosas al aire libre, entonces eso confunde un poco.		
13	¿Y cuál es el párrafo de “Extreme Ironing”?		
14	¡Ah! ¡Ya entendí! El primero, el primero que dice Liam O’ Leary.		
15	Ese es el último, que es el tercero, y el segundo es el que dice Roger Oliver. Yo distinguí esto porque ahí dice “...to explore new and interesting places and it will keep your shirts looking good too” porque a él le gusta interesantes lugares. En el que es jugando a los muertos, no mira lugares ni nada de eso.		<b>Inferring</b>

## Appendix L. Dialogue Observation Transcript

*Dialogue Observation*

<b>Objective:</b> To identify the use of reading strategies and describe students' performance throughout the instruction process.			
<b>Activity 2. Weird Hobbies</b>		Date: May 6th, 2016	Group 2. 5 students
Turn	Students' speech	Teacher's Speech	Reading Strategy
1	Vamos a hacer la pregunta número 7. Bueno, aquí dice que "everyone's entitled to their opinión", que se perjudican con la opinión.		
2	No, yo creo que es "Have the right to".		Inferring
3	¿Se impresionan con mi opinión?		
4	Tal vez. Porque aquí dice que como que no les interesa lo que piensan de él.		
5	No, no. Aquí dice que la esposa dice que es una bobada, y si la esposa dice que es una bobada seguro dice que las ideas que él tiene son como unas locuras.		Inferring
6	Yo creo que es que lo perjudican a él.		
7	No mira que él dijo "que todo el mundo", "everyone".		
8	Yo dijo "en este momento gasto mucho de mi tiempo en mi hobby alrededor de todo el mundo", mi esposa dice que es inmaduro, pero a mí no me importa, "everyone", todo el mundo, "is entitled to their opinión".		
9	Seguro "impresiona"		
10	Si porque está diciendo "no me importa nada" o sea que no importa, todo el mundo se impresiona con su opinión.		
11	8) Hovered		
12	Ya se cuál es, pero "Hovered" tiene que ver con "Nosy", pasa primero nosy y después "Hovered".		
13	No, mira. "I first started when I was living in London", "cuando estaba viviendo en Londres estaba caminando por una calle de Westminster y estaba dando una noticia una persona que está en la calle, y supuse que fuera a bit Nosy, pero yo Hovered in the background during the interview", o sea, yo sé que es difícil pero aquí dice, "background"		

	es la parte de atrás.		
14	Como que se quedó en la parte de atrás de una calle. “To stay near a place” o “To move away from a place”		
15	Yo creo que es la b.		
16	Yo creo que es “To stay near a place”. Se quedó cerca del lugar.		Inferring
17	¿Y la b. qué dice?		
18	“Se fue para otro lugar”. Si porque mira, aquí dice, como dijo Sofia, que estaban dando una noticia a alguien de la calle y como que él se quedó ahí.		Inferring
19	Yo creo que entonces es la c. porque él dice que no se mueve. O sea no dice que no se mueve sino que dice como que “me voy a quedar aquí para chismosear”.		Guessing meaning from context
20	Yo creo que es la c. ¿Por qué no digo que se quedó bailando? Bueno aquí no dice que se quedó bailando.		
21	Coloquemos la respuesta c. Ahora vamos con “Nosy”, “I was being a bit nosy...”		
22	La última es la b.		
23	Y la 9 es la c.		
24	Bueno entonces yo digo que la 9. Es la b. que es “Brave”.		
25	Yo también digo que la 9 es la b.		
26	¿En verdad crees que es la b.? Eso no tiene nada que ver, lee el texto para que veas.		
27	Por eso mira, ahí dice “I suppose I was being a bit nosy but I hovered in the background during the entire interview” eso que significa Sofia?		
28	Yo creo que es la c. entonces, que es “uninterested”.		
29	Yo no estoy tan segura porque creo que esa palabra signifique ese larguero, pero “brave” no tiene nada que ver, y “uninterested”... Sofia, ¿Qué significa uninterested?		
30	Teacher! Come here please” Bueno niñas, si nos sale mala la segunda ya sabemos por qué.		
31	Bueno. Terminamos.		
32	¡No! Falta la 9		
33	No, ya, es la c., nadie quiso prestar atención así que coloqué la c.		
34	- ¿La 9. cuál es?		

35	- Bueno, yo sabía que la 9 era esa, yo la había dicho dos veces ya que era esa, pero ustedes no me querían creer.		
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## Appendix M. Dialogue Observation Transcript

*Dialogue Observation*

<b>Objective:</b> To identify the use of reading strategies and describe students' performance throughout the instruction process.			
<b>Activity2. Weird Hobbies</b>		Date: May 6th, 2016	Group 4. 3 students
<b>Turn</b>	<b>Students' speech</b>	<b>Teacher's Speech</b>	<b>Reading Strategy</b>
1	1. <b>Reckless:</b> a. Extremely irresponsible, b. Very fast, c. Unintelligent		
2	Dice "Some people think it's dangerous but really it depends on the person. If you are <b>reckless</b> and don't take precautions then you can have problems". Ah OK. Es irresponsabilidad.		
3	Creo que es este por lo que acá adelante dice que no da precauciones, ¿tú que dices Alejandra?		Guessing meaning from context
4	Es como irresponsable.		
5	2) <b>Buzz</b> , a. a funny moment, b. an intense and exciting moment, c. a dangerous moment		
6	"I don't like doing it at home but doing it on the edge of a cliff or on the back of a speed boat is a real <b>buzz</b> ". ¿"Buzz" no es "Buzón"?		
7	Teacher! How do you say "Buzz" en español?		
8		Esa es una de las preguntas. Yo no te puedo decir.	
9	-"an intense and exiting moment". ¡Ah, no! Es "a dangerous moment".		
10		¿Qué entendieron ahí?	
11	Yo digo que es este, por lo que es muy peligroso, que le da miedo hacerlo en la casa.		
12		¿Y qué está haciendo?	
13	Planchando en el aire, en la montaña.		
14		Aja, entonces ¿ustedes creen que esta es cuál de las tres?	

15	“intense and exciting moment”		
16	Teacher, ¿es “dangerous”? dice que no le gusta hacer eso en la casa.		
17		¿Dónde dice? ¿De qué están hablando aquí? ¿Qué entendieron ahí?	
18	Yo digo que es este, por lo que dice que es muy peligroso.		
19		Y ¿qué está haciendo?	
20	Planchando en el aire, en una montaña		
21		Entonces ustedes creen que esta es ¿cuál?	
22	Intense and exciting moment.		
23		¿Jugar qué? Jugar a los muertos.	
24	Teacher, es “ironing”.		
25		Planchado extremo. ¿Cómo se llama eso? ¿Qué acabas de hacer?	
26	- Inferir.		
27		¿Por qué crees que lo inferiste?	
28	Porque primero supe cuál era este, y al decir que este era televisión, me imagine que era este, e inferí que este era “extreme ironing”.		
29		Y aquí te dijeron que era peligroso, etcétera, etcétera. Entonces dice: “I don’t like doing it at home...” pero “...doing It on the edge of a cliff or on the back of a speed bote is a real buzz”. En la casa no me gusta, pero hacerlo en la cima del acantilado o	

		hacerlo en la parte de atrás del bote, es genial. ¿Qué creen ustedes que es entonces?	
30	An intense and exiting moment		
31		Super emocionante, super chévere.	
32	“A funny moment”, no.		
33		¿Gracioso, intenso y emocionante, o peligroso?	
34	Peligroso. Es peligroso pero ahí no te están diciendo el significado de la palabra.		
35		¿Qué te están diciendo acá?	
36	Están diciendo que a él no le gusta hacerlo en la casa porque es aburrido. Le gusta más al aire libre. O sea no al aire libre pero si a lo extremo porque está en la cima de una montaña o en la parte de atrás de un bote.		Inferring
37	Cuando la Teacher nos explicó, yo llegué a la conclusión que era la b.		
38	Entonces la 3. By chance...		
39	Te acuerdas que ahí dice que no le gusta hacerlo en la casa porque es aburrido y eso...		
40	Ah ya.		
41	- Bueno, “By chance” es “I started <b>by chance</b> really. I was at work and I spilt a cup of tea on my desk”. Tenemos que buscar el significado de esto.		
42	¿Él no es del que se hace los muertos?		
43	No, ese es diferente. Esto era 1. Ah yo no sé.		
44	No... Ese es el de los muertos.		
45	Aquí dice que “I started by chance”, eso es que comenzó a cambiar mucho. “I started by chance really”, “Yo estoy cambiando, en serio”		
46	O sea pero aquí en las opciones dice “accidentally, planned o surprisingly” o sea, “by chance” significa ¿qué?		
47	“Accidentally” es accidente, “Planned” es planear, pero “Surprisingly” no sé.		

48	Vamos a sacarlo por contexto... ¡Teacher! What is the meaning of “surprisingly”?		
49		¿Qué es “accidentally”?	
50	Accidentalmente. Entonces el otro dice “Yo comencé a cambial realmente”		
52		¿De qué habla lo demás?	
53	Ese es el que le gusta jugar a los muertos.		
54		Por eso ¿cómo comenzó? ¿Fue planeado, accidental o por sorpresa?	
55	Porque estaba trabajando. Fue accidental.		
56	Por eso lo que yo dije.		
57		Sí, pero ¿por qué?	
58	Porque ellos no planearon para hacerse los muertos. En el texto dice que él estaba sentado en su escritorio con una taza de té y viendo hacia no sé qué parte, vió eso y se le ocurrió. Entonces es el a. Ahora vamos para el otro.		Guessing meanings from context
59	<b>Puddle</b> ¿Quién dice el de “Puddle”?		
60	“I was alone and when I looked down at the <b>puddle</b> it occurred to me that it looked like blood, I heard someone coming and for some reason I thought it would be funny to make people think that I’d been killed”		
61	No se me ocurre. ¿“A discolored material”?		
62	¿Una pequeña piscina con líquido o líquido “frozen”?		
63	No. Y no es la película.		
64	Hay que saber que es “frozen”.		
65	En el diccionario dice “congelado”.		
66	Pero ¿qué se les ocurre? Lean, mujeres.		
67	Es un líquido congelado. Como el hielo.		
68	¿Qué significa “blood”?		
69	La verdad no sé. Ya sabemos qué significa “frozen” pero ¿Cuál es la respuesta?		
70	Nadie va a decirte la respuesta, tienes que pensar.		
71	Ya me dijeron que “blood” es sangre.		
72	Ah ya, con razón es raro.		



Appendix N. Assessment Activity



Colegio La Enseñanza • Barranquilla  
ORDEN DE LA COMPAÑIA DE MARÍA NUESTRA SEÑORA

ENGLISH: Reading Practice Worksheet

Time: 20'

Student: \_\_\_\_\_ Grade: 6th  
Level: Basic Teacher: L. García, K. De la Hoz 2<sup>nd</sup> Quarter  
Goal: To put into practice reading strategies

## New and exciting hobbies

Are you tired of people asking the questions, “What’s your favorite hobby?” You always hear the same old typical answers: reading, listening to music, painting, and so on. There’s nothing wrong with these activities, but maybe it’s time for some new ideas.



For example, how about yarn bombing? What’s that? Well, maybe you know about knitting to make sweaters, scarves, gloves, and other pieces of clothing. With yarn bombing, people knit different kinds of things, like sweaters for trees or a hat for the statue in the park. It’s the latest form of urban artwork. In some cities, people are paying knitters to decorate public places with their art. Some people call it “knitting graffiti”, but it’s better because it is easy to remove and it doesn’t **damage** anything.



Do you like those TV shows where the police use science to solve crimes and mysteries? If you do, you can **take up** forensic science as a hobby. (that’s the science used to investigate crimes). You can get an at-home **fingerprint** kit and **find out** who is taking cookies from the cookie jar or maybe who is reading your secret dairy.



Finally, here’s a hobby for the people who want to have fun and make a little money. It’s called “upcycling”. Upcyclers take old things and make them into new things. Sometimes, they can sell the things they make. For example, you can take an old bag, clean it up and decorate it. There is a magazine called *upcycle* that is full of ideas. All you need for this is old **stuff** and a good imagination.

Taken from American English in Mind 2, Student’s Book p. 6

**A. Mark the following statements true (T) or false (f). Justify your answers.**

1. According to the text, reading, listening to music and painting are not interesting hobbies.

\_\_\_\_\_

\_\_\_\_\_

2. Yarn bombing is becoming more and more popular. \_\_\_\_\_

\_\_\_\_\_

3. You don't need any tools to practice forensic science as a hobby. \_\_\_\_\_

\_\_\_\_\_

4. People who do upcycling can start a business about it. \_\_\_\_\_

\_\_\_\_\_

**B. . Choose the correct meaning for each word**

**1. Damage**

- a. destroy
- b. repair
- c. cost

**2. Take up**

- a. start something new
- b. forget about something
- c. study intensively

**3. Fingerprint**

- a. the most important characteristics of a person
- b. a machine to identify people
- c. an impression of specific parts of the hand, to identify people.

**4. Find out**

- a. discover
- b. observe
- c. explore

**5. Stuff**

- a. a group of people
- b. a lot of money
- c. materials, objects or items of any type.

## Appendix O. Interview Questionnaire

## Students' Interview

Goal: To identify the perceptions of the students regarding the strategy instruction process.

1. What do you know about the reading strategies?
2. How did the initial presentation help you understand their use?
3. How did the think-aloud group activities help you understand the text and answer the comprehension questions?
4. Which of the strategies studied did you find more useful/ use the most? How do you use it?  
When can you use it?
5. Why do you think the outcome in the last activity was better/worse/ the same?

## Appendix P. Interview Transcript

**Student 1**

**Teacher: ¿Qué sabes acerca de las estrategias de lectura en este momento? ¿Qué son?**

- Son “tips” que podemos usar. También son algunas ayudas para identificar más rápido las palabras de un texto. Hay varias estrategias como “Make connections” que es una en la que puedes hacer conexiones de la que ya sabes con lo que están preguntando en el texto. Hay otra que consiste en “tips” o en ayudas que te está dando para identificar palabras, o como tal, entender mejor el texto con cosas que ya sabes o con unas que vas a aprender nuevas.

**Teacher: - ¿Cómo te ayudo la presentación inicial a entender las estrategias?**

- Me ayudo porque cada estrategia estaba explicada y había un ejemplo y un tipo de actividad para llevar a cabo esa estrategia en cada diapositiva, entonces cada estrategia tenía su ejemplo, tenía la explicación, tenía una actividad que puedes hacer para entender mejor esa estrategia.

**Teacher: - ¿Cómo te ayudo la actividad en el grupo a entender las estrategias?**

- Porque pude llevar a cabo la estrategias con otras niñas. Pensamos 5 cabezas que es mejor que pensar una sola, y entre todas pudimos ir diciendo que estrategia era mejor para cada una, y entender mejor las estrategias con el texto y con las actividades que hicimos

**Teacher: - ¿Cuál de las estrategias te pareció más útil? ¿Cuál usaste más y por qué?**

- Definitivamente tiene que ser “Make Connections” porque puedes identificar con cosas que ya sabes mucho antes, como programas de televisión o cosas que te dicen personas cuando estás hablando con ellas, y puedes reconocer palabras para entender mejor el texto.

**Teacher: - ¿Cómo crees que te fue en este examen? ¿Mejor, peor o igual?**

- Creo que me fue mejor porque ya tenía estos “tips” y ayudas de las estrategias para identificar mejor el texto.

Teacher: - Bueno, ya que lo hiciste mejor que en el primer examen ¿por qué crees que te fue mejor?

- Porque, después de la explicación y de las actividades que me pusieron a hacer con las estrategias, pude entender que son estrategias que te van a ayudar siempre y para toda la vida en los textos que te ponen o en estas pequeñas actividades, porque cuando tienes estrategias puedes utilizarlas a tu favor para ayudarte a identificar cosas en el párrafo o en la actividad.

## **Student 2**

**Teacher: - ¿Qué sabes acerca de las estrategias de lectura?**

- Que las estrategias te ayudan a entender mas el texto, que a veces cuando tu no entiendes alguna frase o alguna palabra, tu la puedes averiguar mediante estas estrategias que te ayudan a averiguar significados y también te ayudan a que se te sea más fácil la lectura.

**Teacher: - Ok. Y ¿qué estrategias aprendiste?**

- “Connections” conectar lo que tú sabes con el texto. También averiguar o adivinar el significado de las palabras por medio de conceptos, e “inferir”, porque como a veces las respuestas no van a salir exactamente como tu quieres pero, ahí están.

**Teacher: - ¿Cómo te ayudó la presentación inicial? La que yo hice con las diapositivas, donde expliqué como se hacían, les puse los ejemplos ¿cómo te ayudó a entender las estrategias? Si te ayudó.**

- Me ayudó, yo digo que más que todo porque yo presté atención. Me ayudó porque pude realizar la idea que yo tenía para ver además si era correcta o no era correcta. También creo que me ayudo porque yo le presté atención. Otras veces le presto atención y a veces no, pero esta vez sí me ayudó mucho.

**Teacher: - Y ¿para qué crees tú que hice yo esa presentación?**

- Para explicar cómo íbamos a trabajar. Segundo porque con eso uno puede socializar, y si uno

socializa uno puede dar aportes a lo que se nos está enseñando, y segundo porque, por ejemplo, tu puedes estar solo haciendo un examen, es diferente a estar en grupo. También yo creo que es para que uno mismo haga el papel de todas las personas que te están diciendo las ideas, y tal vez con esas ideas dar otras ideas.

**Teacher: - Pero ¿te refieres a la discusión en tu grupo o te refieres a la presentación que yo hice?**

- A las dos.

**Teacher: - Ok. ¿Cómo te ayudó esa actividad en grupo? ¿Crees que te ayudo tener a Angela, Mary Anne?**

- A Mary Anne yo la tuve que ayudar a ella. A Ángela, primero que ella me cae bien, segundo porque ella a veces está conmigo y después comenzamos a tener un poco de ideas.

**Teacher: - Y si tu tuviste que ayudar a Mary Anne, ¿te ayudó ayudar a Mary Anne?**

- Sí.

**Teacher: - ¿Cómo te ayudó?**

- Porque si yo le decía por ejemplo “boring es aburrido ” entonces Ángela a veces verificaba o me decía “si mira...”

**Teacher: - Ok. ¿Cuál de las estrategias te pareció la más importante o la más útil?**

- Yo digo que adivinar por el contexto el significado de la palabra.

**Teacher: - ¿Cómo se hace?**

- Porque si tú tienes una palabra, por ejemplo la palabra “help” tú no sabes que es, pero después de la palabra dice “y después ella estaba pidiendo help, y su primo intentó “help” para que a ella le fuera mejor, o sea que si uno lee las partes de antes y después de la palabra uno puede

averiguar lo que significa por medio de las características y uno lo relaciona.

**Teacher: - Ok. ¿Cómo crees que te fue en la actividad evaluativa?**

- Yo no me sentí muy segura.

**Teacher: - Bueno. Si yo te dijera que te fue mejor en esta actividad, mejor de lo que te fue en el examen anterior, ¿A crees qué se debe que te haya ido mejor?**

- Al interés, a la intención que yo tenía. A veces me va mal en la comprensión lectora. Yo quería mejorar eso porque no quería sacar mala nota en el trabajo ese entonces yo estoy cansada de sacar mala nota y quería mejorar.

**Teacher: - Y esas estrategias que estudiamos ¿las aplicaste en ese examen?**

- Sí. No sé por qué pero yo después sentí que no podía hacerlo, siempre cuando hago exámenes y cosas así, pienso que después no me irá bien.

**Teacher: - Bueno. Tu resultado fue mejor, pero por eso te estoy preguntando ¿a qué crees que se debe? ¿Crees que fue porque aplicaste las estrategias o crees que fue una casualidad que te haya ido mejor?**

- No sé, tal vez fue de las dos porque yo pensé que lo podía hacer esta vez, y que tal vez me bloqueé o no sé. Yo creo que fue suerte, porque después de una parte que yo tenía mal yo dije, si lo puedo hacer, y ahí fue cuando comencé a utilizar y a hacer estas estrategias.

Teacher: - Ok. Gracias Vane.

### Student 3

**Teacher: -¿qué sabes de las estrategias de lectura? ¿qué son?**

- Bueno. Son estrategias que nos ayudan al “Reading”, la comprensión de lectura para hacerlo más fácil y para ver el contexto de las palabras.

**Teacher: - OK, ¿de qué mas te acuerdas?**

- De que uno puede deducir el significado de la palabra por el contexto y las diferentes estrategias.

**Teacher: - OK ¿cuáles fueron esas estrategias que aprendimos? Aparte de la de averiguar el significado de las palabras por el contexto y, ¿en qué consisten?**

- “Infer” “Make connections”... “Infer” es como cuando algo que ya tú has visto o sentido, relacionarlo con la lectura... Esa es “Make connections”, “Infer” es inferir.

**Teacher: - ¿Qué es inferir?**

- Como deducir la palabra.

**Teacher: - Ok. ¿Cómo infieres algo?**

- Si hay unas palabras que yo desconozco, veo el contexto, la siguiente palabra o la anterior y la frase, y de ahí puedo deducir de lo que trata esa palabra.

**Teacher: - Ok. Ese es para los significados de las palabras, es adivinar el contexto. Pero cuando tú hablas de inferir, dices que es como deducir ¿cómo lo haces?**

- Es como poder definir una palabra que tú no sabes cuál es, entonces son cosas que ya has visto o seguir con el contexto. Una palabra que sientes que ya has visto y por eso es que tu infieres, porque ya sabes lo que dice con lo que tu viste.

**Teacher: - Ok. ¿Cómo te ayudó? La presentación que yo hice al comienzo con las diapositivas donde les expliqué, les puse los ejemplos, ¿Te sirvió para entender de qué traban las estrategias?**

- Si, porque al principio cuando estábamos en la primera guía, no entendí casi, o sea, no entendí qué eran las estrategias ni para qué servían, pero con el paso del tiempo, y con el taller que tu nos



hiciste, las diapositivas en el computador y todo eso, entonces fui entendiendo que esas estrategias me ayudaban a la comprensión de lectura.

**Teacher: - ¿Y la actividad en grupo te ayudó?**

- Más o menos, porque es un poco difícil pensar con 5 o 6 cabezas, porque una dice no y otra dice que sí, entonces es muy complicado y me confundía.

**Teacher: - ¿Te confundía lo que las demás te decían? ¿Hubieras preferido trabajar sola?**

- Sí. O de a 2.

**Teacher: - ¿Cuál de esas estrategias te parece que es la más importante o la más útil?**

- “Make connections” porque siento que una palabra que yo desconozco, puedo verla en una imagen o en un televisor y siento que ya la aprendí.

**Teacher: - Ok. ¿Crees que te fue mejor o peor en la última actividad? La que hicimos individual.**

- Sentí que como que ¿para qué hacerla?, pero siento que me fue bien.

**Teacher: - ¿Cómo así que para qué hacerla? ¿Tú hubieras querido qué?**

- Como que eso valiera la nota. Es como cuando tú dices que vas a jugar a algo pero no vas a jugar, entonces al principio me sentí como confundida.

Teacher: - Ok. Pero te fue mejor.

- Sí. Siento que me fue mejor.

**Teacher: - Si, te fue mejor. Quiero saber ¿a qué se debe que te haya ido mejor?**

- A que presté atención en clase, estudié con mis padres, busqué en Google.

Teacher: - ¿Qué buscaste en Google?

- Las estrategias, en Wikipedia, que significaban porque al principio no entendía, y busqué pero

Wikipedia es todo enredado entonces me enredé más. Después le pregunté a mi papá, y mi papá vivió en Estados Unidos entonces me explicó, y ahí siento que aprendí más.

**Teacher: - Ok, o sea que el que te haya ido mejor en el examen se debe a lo que buscaste por fuera.**

- No. Porque al principio no entendí nada de lo que busqué por fuera en Wikipedia y todo eso, no entendí nada. Después le pregunté a mi papá y me dijo las claves pero no entendí muy bien.

**Teacher: - ¿Y en este momento sientes que las entiendes?**

- Sí. Creo que he mejorado la lectura.

**Teacher: - ¿Y las aplicaste en esa última actividad individual?**

- Sí. Sí las apliqué.

**Teacher: - ¿Cuál fue la que más aplicaste?**

- “Make connections, pero también “Infer”. Las dos.

Teacher: - Ok, gracias Valentina.

#### **Student 4**

**Teacher: - Cuéntame ¿Qué sabes tu de las estrategias de lectura? ¿Qué aprendiste? ¿Qué te quedó? ¿De qué te acuerdas?**

- Que nos ayudan a comprender más la lectura, para poder entender la lectura, saber significados de palabras, para entender muchas otras cosas.

**Teacher: - Ok. De esa presentación que yo hice al comienzo, con las diapositivas, lo que les expliqué, ¿crees que te sirvió para entender de qué se trataba? Y ¿cómo te ayudó?**

- Sí, porque me familiarizó con el tema porque tu decías que “Make connections” sirve para esto, en tal caso.

**Teacher: - Ok. ¿Y la actividad en grupo te sirvió?**

- La verdad fue que yo la hice sola porque realmente mis compañeras no me ayudaron. Cuando lo hice con Alejandra Benítez solas, o sea en parejas me ayudó más por lo que tenía más ayuda. Cuanto estuve con el otro grupo yo veía que las otras dos hablaban y yo no. Yo creo que también faltó de parte de ellas.

**Teacher: - ¿Y les explicaste a ellas?**

- Si, porque yo les preguntaba si entendieron por qué esa era la respuesta, y decían “no” y yo les explicaba.

**Teacher: - ¿Y el hecho de explicarles a ellas te sirvió para algo?**

- Si porque me di cuenta que no es solamente para entender yo sino para ayudarle a otras personas, y al explicarle a otras personas tuve que saber exactamente qué era cada uno.

**Teacher: - ¿Cuál de las estrategias que aprendiste crees que es más importante o cuál fue la que más usaste?**

- La que más use fue “Infer” porque yo veía la palabra y decía “no sé qué es esta palabra, voy a leer para atrás, voy a leer para adelante” no entendía que decía, pero infería el significado de la palabra y al final entendía.

**Teacher: - Y ¿por qué crees tú que es la más útil?**

- Porque la puedes sacar según el texto, o sea no la sacas exactamente, pero si sabes que esa palabra significa eso, porque leyendo, entendiendo vas cogiendo el significado de la palabra.

**Teacher: - Ok. ¿Cómo crees tú que te fue en la actividad evaluativa individual al final? ¿A qué crees que se deba que te fue mejor?**

- A que ya yo conocía el tema por encimita más o menos, sabía donde se utilizaba pero no los

entendía, sabía que eso existe pero no los sabía utilizar. Cuando nos las explicaste, los entendí y los busqué para el examen fue que ya supe que era y como ayudarme, y por eso me fue mejor

**Teacher: - O sea que si tuvo que ver el hecho de que hayas entendido de que se trataban las estrategias en el resultado del examen?**

- Claro.

#### Student 5

**Teacher: - ¿Qué sabes tú, en este momento, acerca de las estrategias de lectura? ¿Qué son? ¿Para qué sirven?**

- Bueno. Desde lo que tengo entendido, es para yo poder entender mejor el “Reading”, para averiguar los contextos, lo que yo sé desde mi casa, las palabras nuevas, y todas esas cosas. Para entender y aprender cosas nuevas.

**Teacher: - Sí. Para eso sirven. Tienes toda la razón. ¿Qué es una estrategia?**

- Las estrategias son las que tú nos estas enseñando, lo del contexto y todo eso. Yo pienso que es para que nos hagan entender, ara que busquemos estas palabras, para que podamos entender. Para que busquemos aunque sea un caminito pequeño para encontrar cuales son las palabras, como entenderlas.

**Teacher: - Ok. ¿te acuerdas de la presentación inicial que yo hice? Donde les expliqué cada una de las estrategias, había unos ejemplos, ¿para qué te sirvió eso? Si te sirvió para algo.**

- Lo poquito que aprendí, porque no presté casi atención porque estaba hablando mucho, pienso que en parte me sirvió y en parte no me sirvió. ¿Por qué me sirvió? Porque algunas estrategias

las utilicé ahí, como la del contexto, que yo puedo saber una palabra y mediante esa palabra yo puedo entender más palabras. Lo demás no lo entiendo, me parece difícil.

**Teacher: - La actividad en grupo, en la que discutías con tus compañeras ¿eso te sirvió para algo? Y si te sirvió para algo, ¿para qué?**

- Sí. Sofía tenía mucha idea de eso, y Paula también. Lo que no entendíamos ella nos podía guiar. Yo pienso que yo si aporté, que todas aportamos un granito, así sea un poquito pero aportamos. Entendí todas las preguntas porque me explicaron, porque tuve más tiempo, porque estaba con mis amigas. A mí me gustó esa actividad.

**Teacher: - ¿Te sirvió para entender las estrategias?**

- Si, algunas.

**Teacher: - ¿Cuál estrategia te pareció que fue la más útil, la más fácil o la que más usaste?**

- La que más usaba era la del contexto

**Teacher: - ¿En qué consiste?**

- Algunas de las palabras no las conozco y otras sí. Cuando tengo un párrafo en frente mío yo me angustio, entonces yo busco aunque sea una palabra que me ayude, entonces esa palabra me puede llevar a decir “esta puede ser un charco”, por ejemplo, yo no sé cómo se dice la palabra, pero yo puedo buscar como se dice la palabra para entenderla mejor. Ese fue un punto del examen que me gustó porque si lo entendí.

**Teacher: - ¿Cómo fue para ti el resultado? ¿Cómo crees que te fue?**

- Mal, porque como en la explicación yo no estaba prestando atención, no me entregué completamente a hacer todo eso y esto me afectó, tanto en el examen como para aprender. Me arrepiento de no haber prestado atención porque yo tengo que aprender. Yo quiero aprender no

nada más porque tengo que aprender sino porque yo quiero aprender.

**Student 6**

**Teacher: -¿Qué sabes acerca de las estrategias de lectura?**

- Bueno, la verdad es que no estaba prestando mucha atención en clase porque a veces me desconcentro y me pongo a hablar con la compañera que tengo al lado y por eso no recuerdo las estrategias.

Sé para qué sirven, para ayudarnos con el párrafo, para facilitarlo.

**Teacher: - Pero no te acuerdas de ninguna?**

- No.

**Teacher: - ¿Estuviste el día de la presentación inicial que yo hice? En la que yo les expliqué las estrategias una por una y les di unos ejemplos, ¿estuviste en esa presentación?**

- Sí.

**Teacher: - ¿Crees que a eso te refieres cuando dices que no estabas prestando atención? O sea que realmente ese día la presentación no te sirvió para entender las estrategias.**

- En parte la vi, pero no.

**Teacher: - De la actividad en grupo que hiciste con Nicole, ¿te ayudó en algo hacer la actividad en grupo?**

- Sí, creo. Porque creo que en grupo se me facilitan más las cosas, no sé por qué. Mutuamente nos ayudamos todas.

**Teacher: - ¿cómo se ayudaron? ¿Para qué sirvió que estuvieran en grupo?**

- Porque digamos que si una no sabe algo, o sabe más o menos, pues la otra complementa y se ayudan.

**Teacher: - Y ¿Qué sabían por ejemplo? ¿O qué cosas aportaban a la discusión?**

**¿Significados de palabras, tal vez? ¿O cómo llegar a una respuesta?**

- Sí. Más o menos. Siempre nos acordábamos por lo menos de lo que sea que tu hayas dicho nos acordábamos o revisábamos el cuaderno y hacíamos la actividad a partir del cuaderno.

**Teacher: - O sea que era más que todo vocabulario.**

- Si, probablemente.

**Teacher: - De las estrategias ¿cuál te parece que es la más útil o la más importante de las tres que estudiamos?**

- Sinceramente no sé, porque no me acuerdo.

**Teacher: - ¿Cómo crees que fue el resultado en la última actividad evaluativa?**

- No creo que me haya ido bien, o sea, entendí la primera parte de la evaluación, pero comprendí el tema en el momento de la evaluación. Yo lo que hice en esa evaluación fue, por ejemplo, cuando tu llegaste y nos preguntaste ¿cuál es el hobby? ¿cuál es el nombre? Y ahí me concentré y leí lo más importante, y a partir de eso saque la respuesta.

**Teacher: - Y entonces ¿por qué crees que no te fue bien?**

- Creo que me fue regular porque había partes que se me dificultaban y había partes que no.

**Teacher: - ¿Y a qué crees que se debe que te haya ido regular?**

- Pues la falta de atención.

**Teacher: - O sea ¿crees que si hubieras prestado atención a las estrategias te habría ido mejor? ¿Por qué crees que te hubiera ido mejor?**

- Porque cuando yo me propongo a hacer algo, de que lo puedo hacer, puedo, así siempre me salen las cosas. No sé por qué no lo hice en clase. No sé si es por las compañeras que tengo al

lado, que siempre me pongo a hablar con ellas y nunca presto atención, pero, cuando yo me propongo a hacer algo, siempre lo logro.

Teacher: - Ok. Gracias.